



Wahidah Abdullah

*General English Material for*

# **ECONOMICS STUDENTS**



# GENERAL ENGLISH MATERIALS FOR ECONOMICS STUDENTS

Wahidah Abdullah



Alauddin University Press

**Hak Cipta Dilindungi Undang-Undang:**

Dilarang memperbanyak atau memindahkan sebagian atau seluruh isi buku ini ke dalam bentuk apapun tanpa izin tertulis dari penerbit

*All Rights Reserved*

**GENERAL ENGLISH MATERIALS FOR  
ECONOMICS STUDENTS**

Penulis:

**Wahidah Abdullah**

Editor:

**H. Wahyuddin Naro**

Cetakan: I 2014

xiv + 223 halaman, 14 cm x 21 cm

**ISBN : 978-602-237-855-6**

Alauddin University Press

Kampus I : Jalan Sultan Alauddin No. 63 Makassar

Kampus II : Jalan Sultan Alauddin No. 36 Samata – Gowa

## SAMBUTAN REKTOR

*Jika engkau ingin meng"abadi", maka tinggalkanlah "Legacy"*

Ungkapan di atas memberi gambaran bahwa setiap manusia hendaknya selalu melahirkan karya terbaiknya untuk dipersembahkan kepada umat. Karya itu akan menjadi sebuah *legacy* yang akan selalu diingat dan dikenang, bahkan diabadikan dalam catatan sejarah peradaban anak manusia. Jutaan bahkan milyaran anak manusia telah dan akan lahir di permukaan dunia ini, namun tidak semua mampu mencatatkan dirinya dalam kelindan sejarah yang "menyejarah". Hanya sebagian kecil anak manusia yang mampu menghadirkan dan meng"abadi"kan dirinya dalam garis lingkaran lintasan sejarah.

Dalam bingkai dan konstruksi emosional, manusia pada hakikatnya ingin abadi. Itulah sebabnya manusia ingin selalu mengabadikan momentum penting dalam ruang dan waktu yang senantiasa berubah. Mereka membuat gambar, foto, lukisan, dan sejenisnya yang seakan-akan berkeinginan menyetop waktu yang senantiasa berubah. Demikian pula aktivitas manusia membangun monumen bersejarah tidak lain tujuannya untuk mengabadikan sebuah peristiwa penting dalam sejarah peradaban manusia, bahkan Khairil Anwar berkata: *"Aku ingin hidup seribu tahun lagi"*.

Karya akademik pada hakikatnya merupakan sebuah monumen penting dalam kehidupan yang dapat menjadi *legacy*. Karya itu dapat dinikmati oleh siapa saja yang cinta terhadap pengetahuan. Karya akademik bukan sekadar sebuah tulisan yang menjadi hiasan di dalam rak, lemari atau ruang baca, tetapi dia mampu melahirkan perubahan dan memberikan pencerahan kepada manusia. Terlebih dalam perspektif eskatologis, karya akademik dapat menjadi amal jariah di "alam sana".

Atas dasar kesadaran itulah, maka program Gerakan Seribu Buku (GSB) ini dilaksanakan, dengan harapan setiap dosen mampu melahirkan "*legacy*" dalam catatan kehidupannya berupa karya tulis yang dipublikasikan. Gerakan ini diharapkan menjadi "trigger" untuk melahirkan karya-karya berikutnya.

Saya merasa gembira bahwa dosen UIN Alauddin tidak saja mampu berorasi di atas mimbar, tetapi juga dapat menuangkan



gagasan, ide, dan pikirannya dalam bentuk tulisan. Hingga periode akhir masa jabatan saya sebagai Rektor, program GSB ini telah tuntas dilaksanakan. Itu artinya, hingga saat ini tidak kurang dari 1000 buah karya akademik telah dipublikasikan oleh para dosen UIN Alauddin Makassar. Fakta ini harus diapresiasi dan menjadi catatan penting bagi pejabat (Rektor) berikutnya.

Karya tulis merupakan perbendaharaan terbesar di dunia akademik. Hanya dengan budaya menulis dan membaca, maka dunia akademik menjadi hidup, bahkan al-Quran mengisyaratkan bahwa lahir dan hadirnya pengetahuan serta peradaban harus diawali dengan budaya “*iqra*/baca” dan “*al-qalam*/pena”. Karena itulah, UIN sebagai kampus peradaban harus menjadi pioneer dari tradisi literasi ini, sebab rendahnya budaya “baca-tulis” pada suatu bangsa atau sebuah kampus mengindikasikan lemahnya kesadaran terhadap eksistensi diri, alam, dan Tuhan.

Samata, 2 Oktober 2014  
Rektor,

**Prof. Dr. H. A. Qadir Gassing, HT, MS**

## ACKNOWLEDGEMENTS

*Alhamdulillah Rabbi! 'Alamin,* The writer would like to acknowledge her countless thanks to the Most Gracious and the Most Merciful, Allah swt., who always gives her all the best of this life and there is no doubt about it. Shalawat and Salaam to the Prophet Muhammad saw., (peace be upon Him) and His family. The Prophet who has brought the human being from the nature of stupidity to the nature of cleverness.

The writer would like to take her opportunity to express her deep and sincere gratitude to Prof. Dr. H. A. Qadir Gassing HT., MS., as the Rector of UIN Alauddin Makassar, who has always been very attentive to the development of the career of all lecturers and staff of UIN Alauddin Makassar for his encouragement, support and also always willing to facilitate all the lecturers and staff to do their best in order to become more qualified and professional. So that, the writer feels confident to do her best for accomplishment of this book at his program of "One Thousand Books".

This book under the title "General English Materials for Economics Students" presents general English material which is related to economic terms and application. The writer presents this book to the readers, especially for economics students. The propose of this book is to help the students in learning English and also give economic science topics as well.

This book has various reading comprehension mostly economics topics as well as vocabulary. Particularly words related to economics is also given in an interesting ways such as finding the meaning of the words, matching, completing sentences, puzzle. So the economics students will be rich with economic terms that will support them in economics field.

Grammar has an important role in English. When the students master enough grammar, they can produce appropriate and correct grammar both in speaking and writing. This book gives sufficient grammar to be mastered. To be used in daily conversation, this book provides many useful expressions in "Understanding Verbal of English" part.

Writing is as the last of four language skills which is considered to be the most difficult part in learning English, will be presented easily to guide the students to express their opinion or ideas in written language appropriately and grammatically. They are given certain topics to develop in writing.

Finally, the writer strongly hopes that all supports, encouragements, and facility from all people that make it possible and easy to complete this book with the best are noted as act of devotion to Allah swt., and this English book may be beneficial to all parties.

Makassar, August 2014

**The writer**

# LIST OF CONTENTS

<b>Sambutan Rektor .....</b>	<b>iii</b>
<b>Acknowledgements .....</b>	<b>v</b>
<b>List of contents .....</b>	<b>vii</b>
<b>Unit .....</b>	<b>1</b>
<b>Reading.....</b>	<b>1</b>
A. Reading Comprehension.....	1
“Economics”.....	1
B. Vocabulary .....	1
<b>Functional Skill.....</b>	<b>2</b>
A. Understanding Grammar of English.....	2
“Noun”.....	
B. Understanding Verbal of English .....	9
“Interview”.....	
<b>Writing Activity .....</b>	<b>11</b>
<b>Unit 2 .....</b>	<b>13</b>
<b>Reading .....</b>	<b>13</b>
A. Reading Comprehension .....	13
“Subsidy”.....	
B. Vocabulary .....	13
<b>Functional Skill -----</b>	<b>16</b>
A. Understanding Grammar of English .....	14
“Noun Phrase”.....	
B. Understanding Verbal of English .....	17
“ Picking up a buyer at the airport”.....	
<b>Writing Activity .....</b>	<b>18</b>
<b>Unit 3 .....</b>	<b>21</b>
<b>Reading .....</b>	<b>21</b>
A. Reading Comprehension .....	21

“Economic Growth”	
B. Vocabulary .....	22
<b>Functional Skill</b> .....	23
A. Understanding Grammar of English .....	23
“Pronoun”	
B. Understanding Verbal of English .....	25
“Congratulation”	
<b>Writing Activity</b> .....	27
<b>Unit 4</b> .....	29
<b>Reading</b> .....	29
A. Reading Comprehension .....	29
“Market”	
B. Vocabulary .....	30
<b>Functional Skill</b> .....	31
A. Understanding Grammar of English .....	31
“Verb”	
B. Understanding Verbal of English .....	45
“giving a description of a product”	
<b>Writing Activity</b> .....	47
<b>Unit 5</b> .....	49
<b>Reading</b> .....	49
A. Reading Comprehension .....	49
“Macroeconomics and Microeconomics”	
B. Vocabulary .....	49
<b>Functional Skill</b> .....	50
A. Understanding Grammar of English .....	50
“Adjective”	
B. Understanding Verbal of English .....	67
“Deliveries and Suppliers”	
<b>Writing Activity</b> .....	68

<b>Unit 6 .....</b>	<b>69</b>
<b>Reading .....</b>	<b>69</b>
A. Reading Comprehension .....	69
“Job Advertisements”	
B. Vocabulary .....	71
<b>Functional Skill .....</b>	<b>72</b>
A. Understanding Grammar of English.....	72
“Adverbs”	
B. Understanding Verbal of English .....	82
“Talking about Your Job”	
<b>Writing Activity .....</b>	<b>83</b>
 <b>Unit 7 .....</b>	 <b>87</b>
<b>Reading .....</b>	<b>87</b>
A. Reading Comprehension .....	87
“Calculating National Income”	
B. Vocabulary .....	88
<b>Functional Skill .....</b>	<b>89</b>
A. Understanding Grammar of English .....	89
“Preposition”	
B. Understanding Verbal of English .....	94
“Talking to Someone on the Bus”	
<b>Writing Activity .....</b>	<b>94</b>
 <b>Unit 8 .....</b>	 <b>95</b>
<b>Reading .....</b>	<b>95</b>
A. Reading Comprehension .....	95
“Tips to succeed in your career”	
B. Vocabulary .....	96
<b>Functional Skill .....</b>	<b>97</b>
A. Understanding Grammar of English .....	97
“Conjunction”	
B. Understanding Verbal of English .....	100
“Grocery shopping”	



<b>Writing Activity</b> .....	<b>101</b>
<b>Unit 9</b> .....	<b>105</b>
<b>Reading</b> .....	<b>105</b>
A. Reading Comprehension .....	105
“Recession”	
B. Vocabulary .....	106
<b>Functional Skill</b> .....	<b>108</b>
A. Understanding Grammar of English .....	108
“Interjection”	
B. Understanding Verbal of English .....	110
“ Bank and Money”	
<b>Writing Activity</b> .....	<b>112</b>
<b>Unit 10</b> .....	<b>115</b>
<b>Reading</b> .....	<b>115</b>
A. Reading Comprehension .....	115
“The environment and Global Economies”	
B. Vocabulary .....	118
<b>Functional Skill</b> .....	<b>119</b>
A. Understanding Grammar of English .....	119
“Phrase, Clause and Sentence”	
B. Understanding Verbal of English .....	123
“Talking about Opening an Account”	
<b>Writing Activity</b> .....	<b>124</b>
<b>Unit 11</b> .....	<b>127</b>
<b>Reading</b> .....	<b>127</b>
A. Reading Comprehension .....	127
“ Job Interview”	
B. Vocabulary .....	128
<b>Functional Skill</b> .....	<b>129</b>
A. Understanding Grammar of English .....	129
“Modal Auxiliaries”	

B. Understanding Verbal of English .....	133
“Expressing Obligation and Necessity”	
<b>Writing Activity</b> .....	135
<b>Unit 12</b> .....	<b>137</b>
<b>Reading</b> .....	137
A. Reading Comprehension .....	137
“Depression”	
B. Vocabulary .....	138
<b>Functional Skill</b> .....	139
A. Understanding Grammar of English .....	139
“Nominal and Verbal sentence”	
B. Understanding Verbal of English .....	141
“Talking about Economics”	
<b>Writing Activity</b> .....	142
<b>Unit 13</b> .....	<b>143</b>
<b>Reading</b> .....	143
A. Reading Comprehension .....	143
“What is Economics”	
B. Vocabulary .....	144
<b>Functional Skill</b> .....	145
A. Understanding Grammar of English .....	145
“Present Tense”	
B. Understanding Verbal of English .....	156
“Sing a Song”	
<b>Writing Activity</b> .....	157
<b>Unit 14</b> .....	<b>159</b>
<b>Reading</b> .....	159
A. Reading Comprehension .....	159
“Business Ethics”	
B. Vocabulary .....	160
<b>Functional Skill</b> .....	161

A. Understanding Grammar of English .....	161
“ Past Tense”	
B. Understanding Verbal of English .....	173
“Talking about Hobby/Hobbies”	
<b>Writing Activity</b> .....	174
<b>Unit 15</b> .....	<b>175</b>
<b>Reading</b> .....	175
A. Reading Comprehension .....	175
“Mudharabah”	
B. Vocabulary .....	177
<b>Functional Skill</b> .....	177
A. Understanding Grammar of English .....	177
“ Future Tense”	
B. Understanding Verbal of English .....	187
“ How to Ask for Something”	
<b>Writing Activity</b> .....	189
<b>Unit 16</b> .....	<b>191</b>
<b>Reading</b> .....	191
A. Reading Comprehension .....	191
“ Economic System of Islam”	
B. Vocabulary .....	192
<b>Functional Skill</b> .....	193
A. Understanding Grammar of English .....	193
“ Past Future Tense”	
B. Understanding Verbal of English .....	195
“ Job Interview Conversation”	
<b>Writing Activity</b> .....	198
<b>Unit 17</b> .....	<b>199</b>
<b>Reading</b> .....	199
A. Reading Comprehension .....	199
“ employment and Unemployment”	

B. Vocabulary .....	200
<b>Functional Skill</b> .....	201
A. Understanding Grammar of English .....	201
“Active and Passive Voice “	
B. Understanding Verbal of English .....	207
“Placing an order in the telephone”	
<b>Writing Activity</b> .....	209
 <b>Unit 18</b> .....	 211
<b>Reading</b> .....	211
A. Reading Comprehension .....	211
“Devine Tax”	
B. Vocabulary .....	212
<b>Functional Skill</b> .....	213
A. Understanding Grammar of English .....	213
“Conditional sentence”	
B. Understanding Verbal of English .....	216
“Expressing Possibility”	
<b>Writing Activity</b> .....	217
 <b>BIBLIOGRAPHY</b> .....	 219
 <b>CURRICULUM VITAE</b> .....	 223



# UNIT 1

## Reading

### A. Reading Comprehension

#### Economics

Economics is the social science that studies economic activity to gain an understanding of the processes that govern the production, distribution and consumption of goods and services in an exchange economy.

The term *economics* comes from the Ancient Greek οἰκονομία (*oikonomia*, "management of a household, administration") from οἶκος (*oikos*, "house") and νόμος (*nomos*, "custom" or "law"), hence "rules of the house (hold for good management)". 'Political economy' was the earlier name for the subject, but economists in the late 19th century suggested "economics" as a shorter term for "economic science" to establish itself as a separate discipline outside of political science and other social sciences.

Economics focuses on the behavior and interactions of economic agents and how economies work. Consistent with this focus, primary textbooks often distinguish between microeconomics and macroeconomics.

Microeconomics examines the behavior of basic elements in the economy, including individual agents and markets, their interactions, and the outcomes of interactions. Individual agents may include, for example, households, firms, buyers, and sellers. Macroeconomics analyzes the entire economy (meaning aggregated production, consumption, savings, and investment) and issues affecting it, including unemployment of resources (labor, capital, and land), inflation, economic growth, and the public policies that address these issues (monetary, fiscal, and other policies).

(Source: <http://en.wikipedia.org/wiki/Economics?lang=en>)

### B. Vocabulary

Economics = The scientific study of the production, sale, distribution and use of good and wealth.



Economy = An instance of the avoidance of waste of money, supplies, strength or anything else of value.  
A system of control and management of the money, goods and other resources of a community.

Economy class = the cheapest class of travel.

(Source: *Oxford Student's Dictionary*)

## Functional Skill

### A. Understanding Grammar of English

#### NOUN

Naun is a word that names people, place, things and ideas.

The jobs of noun:<sup>1</sup>

1. Subjects are nouns tell us whom or what the sentence is about.  
*Ricardo kicked the ball.*
2. Direct object are nouns receive the action of certain verbs (transitive verbs).  
*Ricardo kicked the ball.*
3. Indirect object are nouns receive the direct object.  
*Ricardo kicked Jimmy the ball.*
4. Objects of preposition are nouns that come after prepositions in prepositional phrases  
*Ricardo kicked the ball to Jimmy.*
5. Predicate nouns (predicate nominatives) are nouns that rename the subject. They come after linking verbs.  
*Ricardo is a soccer player.*
6. Object Complement are nouns that complete the direct object.  
*They named the baby Mary.*

Types of Nouns:

#### 1. Common Noun

These name general, nonspecific people, things, places and ideas.  
They start with a lowercase letter unless they begin a sentence.

---

<sup>1</sup> <http://www.english-grammar-revolution.com/what-is-a-noun.html>  
diakses 31 juli 2014.

*Writer, city, park, religion, book, dictionary, pen pencil, desk, etc.*

## 2. Proper Noun

These name specific people, things, places or ideas. They always start with capital letter.

*Muhammad, Mecca, Paris, Disneyland, Islam.*

## 4. Abstract Noun

These are the opposite of concrete noun. They name something that you can not perceive with our five senses. Something that does not physically exist.

*Happiness, freedom, sadness, love*

## 5. Concrete Noun

These name something that we can perceive with our five physical senses. Something that physically exist.

*Cat, chocolate, pen, table, book, apple, Bag, school.*

## 6. Countable Noun

These can be counted, and they use both the singular and the plural forms. Anything that you can make plural is countable noun.

*clock/clocks, David/Davids, poem/poems.*

We can say that a noun is included countable nouns if:

- It can be preceded by a or an : a man, an envelope, a bottle.
- It has plural form: e.g. potatoes, pens, chairs, books, flowers.
- It can be used with numbers: e.g. one mango, two tables, five chairs.

## 7. Uncountable Noun

These nouns cannot be counted. Since they cannot be counted, they only use the singular form.

*milk, rice, water*

The following are typical of nouns that are commonly used as uncountable nouns<sup>3</sup>:

---

<sup>2</sup> Endang Susilowati, *General English Materials for Health Students* (Jakarta: Penerbit Buku Kedokteran EGC, 2005), h. 25.

<sup>3</sup> Endang Susilowati, *General English Materials for health Student*, h.26

- whole groups made up of similar items: baggage, clothing, equipment, food, furniture, garbage, hardware, jewellery, junk, luggage, machinery, mail, make up, money/ cash/change, postage, scenery, traffic.
- fluid: water, coffee, tea, milk, oil, soup, gasoline, blood, etc.
- solid: ice, bread, butter, cheese, meat, gold, iron, silver, glass, paper, wood, cotton, wool, etc.
- gases: steam, air, oxygen, nitrogen, smoke, smog, pollution, etc.
- particle: rice, chalk, corn, dirt, dust, flour, grass, hair, pepper, salt, sand, sugar, wheat, etc.
- abstraction: beauty, confidence, courage, education, enjoyment, fun, happiness, health, help, honesty, hospitality, importance, intelligence, justice, knowledge, laughter, luck, music, love, patience, peace, pride, progress, recreation, significance, sleep, truth, violence, wealth, etc.
- languages: Arabic, Chinese, English, Spanish, etc.
- field of study: Economics, Chemistry, Engineering, History, Literature, Mathematics, Psychology, etc.
- recreation: baseball, soccer, tennis, chess, bridge, poker, etc.
- general activities: driving, studying, diving, swimming, travelling, walking, writing, trading, etc.
- natural phenomena: weather, dew, fog, hail, heat, humidity, lighting, rain, sleet, snow, thunder, wind, darkness, light, sunshine, electricity, fire, gravity.

#### 8. Compound Noun

These are made up of two or more smaller words.

*tablecloth, haircut, applesauce*

9. Collective Nouns: These are singular nouns that refer to a group of things as one whole or groups of nouns which become a unity class, audience, swarm, family, crew, team, army, staff, committee, community, data.

#### 10. Singular Noun

These refer to one person, place, thing, or idea.

*box, face, road, ball*

#### 11. Plural Noun

These refer to more than one person, place, thing, or idea. They generally end in with an s.

*boxes, faces, roads, balls*

To form plurality<sup>4</sup> :

- nouns is usually added with the ending -s

**Singular**

House

Student

**Plural**

houses

students

- nouns ending with "s", "sh", "ch", "x" should be added with "-es".

**Singular**

Dish

Box

**Plural**

Dishes

boxes

- nouns ending with "y" and preceded by consonant "y" change with "i" then added "-es".

**Singular**

Dictionary

Story

**Plural**

dictionaries

Stories

Except: toy, boy, key

- nouns ending with "o" added with "es"

**Singular**

Mosquito

Patato

**Plural**

mosquitoes

Patatoes

Expect: dynamo, radio, bamboo, piano, photo, video.

- nouns ending with "fe" atau "P", changed into "v" then added "es".

**Singular**

Knife

Wife

Thief

**Plural**

knives

wives

thieves

Except: roof, gulf, proof, reef.

- plurality of irregular nouns.

**Singular**

Child

Man

Woman

Tooth

Foot

**Plural**

children

men

women

teeth

teeth

---

<sup>4</sup> Endang Susilowati, *General English Materials for Health Students* h. 25.

## Mouse

mice

## Goose

geese

## 12. Possessive Noun

These show ownership.

*Dad's car, the student's book, Marc's hat.*

## Forming a Noun

a. forming noun from adjective

1) adjective + ness

e.g. busy                      business

rude                      rudeness

aware                      awareness

dark                      darkness

forgetful                      forgetfulness

happy                  happiness

homeless                      homelessness

lazy                      laziness

lonely                  loneliness

weak                      weakness

tidy                      tidiness

2) adjective + ity

e.g. probable      probability

possible      possibility

responsible                      responsibility

complex                      complexity

hilarious                      hilariously

scarce                  scarcity

honest                  honesty

real                      reality

3) adjective + th

e.g. true                      truth

dead                      death

4) adjective + ance/ence

e.g. absent                      absence

silent                      silence

diligent                      diligence

independent      independence

important                      importance

5) adjective + cy

e.g. fluent  
sufficient

fluency  
sufficiency

b. forming noun from verb

1) verb + ment

e.g. manage	management
achieve	achievement
amuse	amusement
argue	argument
develop	development
encourage	encouragement
excite	excitement
improve	improvement
involve	involvement
judge	judgement
measure	measurement
enjoy	enjoyment
replace	replacement
appoint	appointment
arrange	arrangement
merry	merriment

2) Verb + ion/tion

e.g. trade	tradition
promote	promotion
invite	invitation
educate	education
inform	information
substitute	substitution
add	addition
distribute	distribution

3) Verb + or

e.g. sail	sailor
correct	corrector
edit	editor
promote	promoter
navigate	navigator



orate	orator
5) Verb + er	
e.g. teach	teacher
play	player
send	sender
write	writer
develop	developer
6) Verb + ure	
e.g. fail	failure
enclose	enclosure
7) Verb + ee	
e.g. train	trainee
address	addressee
8) Verb + age	
e.g. marry	marriage
advance	advantage
9) Verb + ance	
e.g. maintain	maintenance
assist	assistance
exist	existence
appear	appearance
admit	admittance
10) Verb + ice	
e.g. choose	choice
advise	advice
11) Verb + al	
e.g. refuse	refusal
arrive	arrival
12) Verb + ry	
e.g. master	mastery
deliver	delivery

c. Forming noun from noun

- |                |           |
|----------------|-----------|
| 1) Noun + cy   |           |
| e.g. diplomat  | diplomacy |
| agent          | agency    |
| 2) Noun + ship |           |

e.g. relation	relationship
friend	friendship
partner	partnership
member	membership
leader	leadership
3) Noun + hood	
e.g. child	childhood
mother	motherhood
neighbor	neighborhood
priest	priesthood
4) Noun + ist	
e.g. piano	pianist
chemistry	chemist

## B. Understanding Verbal of English Interview

Q = Question

R = Response

Q : what is your name?

R : my name is Siska

I am Siska

Q : where are you from?

Where do you come from?

R : I am From South Sulawesi

I come from South Sulawesi

Q : Where do you live ?

R : I live at Sultan Hasanuddin Street No. 3 makassar

Q : do you still study?

R : Yes, Sir.

Q : what do you go to study ?

R : I study at Alauddin State Islamic University of Makassar.

Q : What major do you take?

R : I take Economics.

Q : what level are you in?

R : At the second Level

Q : What year are you in?

R : In the second year.

Q : In what semester are you in?

- R : In the fifth semester.
- Q : Do you work?
- R : No. I don't / Not yet
- Q : Have you got a job?
- R : Yes. I have.
- Q : Would you like to get a job ?
- R : Yes. I'd Like to
- Q : What company do you work for?
- R : I work for SGM Yogyakarta.
- Q : Do you want to work here?
- Are interested in working here?
- R : Yes, Of course.
- Q : why are interested in working here?
- R : Because it's a large scale company.
- Q : How much salary do you ask for?
- R : It's seven hundred thousand rupiahs.
- Q : Are you ready to be a full timer?
- R : Yes, Sir. with pleasure.
- Q : How Long have you experienced working in marketing?
- R : About three years.
- Q : Can you speak and write English?
- R : Yes , I Can speak and write English well.
- A Little, Sir.
- Q : Are you married?
- Are you single or married?
- R : Not yet, I am still a single
- I am merried
- Q : Do you have children?
- R : Yes, I do.
- No, I don't.
- Q : How many children do you have?
- R : I have one child
- I have two children.
- Q : How old are you?
- R : I'm twenty years old
- Q : Do you have a motor-bike?
- R : Yes, I do.

Q : Do you have driving License?

R : Yes, of course.

Q : How far is the distance from your house to this office?

R : About seven kilometers

(source: *General English Materials for health Student by Endang Susilowati*)

### **Writing Activity**

Write a short paragraph about your own routine by answering these following questions to guide you in writing.

#### **My Routine**

When do you get up in the morning? What time do you eat in the morning? When do you study or go to work? How long do you work? When do you stop for lunch? How long does lunch last? When do you return to work in the afternoon? Until when do you work ? when do you leave for home? How do you go home? How long does the trip take?.

(Source: *Let's Write English by George E. Wishon and Julia M. Burkes*)



## UNIT 2

### Reading

#### A. Reading Comprehension

##### Subsidy

A subsidy is an economic term that refer to the financial benefit provided by the government to certain domestic industries or sectors in the form of tax reduction or cash payment. Subsidies reduce the price of the commodities of the industry to a level below their cost of production. A subsidy therefore reduces the burden on the industry or sector and is benefits the public in general.

Subsidies were first introduced in England by Thomas Wolsey. This was introduced in 1513 to enable King VIII to pay for the war with France alongside maintaining his opulent lifestyle.

Subsidies are provided by the government to enhance production of goods and services in a particular industry. It also provided to promote the widespread use and consumption of the goods and services that are considered meritorious by the government. Subsidies also help to overcome the threats of bankruptcy and unemployment in a declining industry.

(source: [http://en.wikipedia.org/wiki/Category:Economics laws](http://en.wikipedia.org/wiki/Category:Economics_laws))

Answer the following questions based on the passage!

1. what is a subsidy in an economics term?
2. what is the function of subsidy?
3. who was the first introduced the subsidies?
4. is "subsidy" a noun?
5. is "Thomas Wolsey" a noun?

#### B. Vocabulary

Which of these terms is described in each sentence below ?

- |                |             |               |
|----------------|-------------|---------------|
| a. subsidy     | b. industry | c. domestic   |
| d. commodities | e. goods    | d. production |



1. thing to be sold or things belonging to a person.
2. the financial benefit provided by the government to certain domestic industries or sectors in the form of tax reduction or cash payment.
3. particular kind of work in factories, mines, etc, to manufacture, obtain, things contrasted with distribution and commerce.
4. related to the home, family or one's own country.
5. the process of producing or something produced.
6. an article of trade.

## Functional Skill

### A. Understanding Grammar of English Noun Phrase

A noun phrase or nominal phrase (abbreviated NP) is a phrase which has a noun (or indefinite pronoun) as its head word, or which performs the same grammatical function as such a phrase.<sup>5</sup>  
Example:

- The new Toyota is a small family car.

Toyota = a noun, function as Head word at cluster or word group "the new Toyota". And the word "the" and "new" as modifier.

A small family car is a noun phrase with "car" as head word and "a small family" as modifier.

Some examples of noun phrases are underlined in the sentences below. The head noun appears in bold.

- The election year **politics** are annoying for many people.
- Almost every **sentence** contains at least one noun phrase.
- Current economic **weakness** may be a result of high energy prices.

Head word is modified by pre modified and post modified. Pre modified if the modifier is placed before the noun, and post modified if the modifier is placed after the noun.

---

<sup>5</sup>[http://en.wikipedia.org/wiki/Noun\\_phrase#Noun\\_phrases\\_with\\_and\\_without\\_determiners](http://en.wikipedia.org/wiki/Noun_phrase#Noun_phrases_with_and_without_determiners) diakses 5 agustus 2014.

Possible modifier :

a. Determiners:

- Article: a, an, the.

Noun Phrase	Modifier	Head Word
A book	A	book
The student	The	student
An apple	An	apple
An hour	An	hour
A family	A	family

- Demonstratives: this, that, these, those

Noun Phrase	Modifier	Head word
This pen	This	pen
That room	That	room
These students	These	students
Those teachers	Those	teachers

- Numeral: one, two, three, five .....

Noun Phrase	Modifier	Head word
One heart	One	heart
Two books	Two	books
Five dogs	Five	dogs
Two years	Two	years

- Possessive: my, their, etc.

Noun Phrase	Modifier	Head Word
My friend	My	friend
Your future	Your	future
Your time	Your	time
Our class	Our	class
Their computer	Their	computer

- Quantifier: some, many, etc.

Noun Phrase	Modifier	Head Word
Much money	Much	money
Some student	Some	student

(determiner are usually placed before the noun)

b. Adjective

Beautiful, lazy, red, diligent, white, etc.

Noun Phrase	Modifier	Head word
Beautiful girl	Beautiful	girl
Two children	Two	children
White car	White	car
Diligent students	Diligent	students
Lazy boy	Lazy	boy

c. Noun

Noun Phrase	Modifier	Head word
Garden flower	Garden	flower
Race car	Race	car
Horse race	Horse	race
Rubber factory	Rubber	factory
Chicken farm	Chicken	farm

d. Prepositional phrase (modifiers that begin with preposition)

Modifier	Head Word	Preposition + Noun Phrase/Cluster	
The	construction	Of	English word
One million	words	In	the English language
The	relationship	Of	symbols and sounds

### Compound Nouns

Compound nouns are nouns which consists of two words or more than, which make up one meaningful unit.<sup>6</sup> Compound nouns can be formed by adding others nouns.

a. Countable compound nouns

e.g. air conditioner	back-seat-driver
blood donor	health center
estate bear	credit card
polar bear	can opener

---

<sup>6</sup>Endang Susilowati, *General English materials for Health Student*,

- b. Uncountable compound nouns
- |                        |                  |
|------------------------|------------------|
| e.g. general knowledge | social work      |
| blood pressure         | higher education |
| junk food              | data processing  |
| sign language          | old age          |
| chewing gum            | first aid        |
- c. Singular compound nouns
- |                     |                  |
|---------------------|------------------|
| e.g. cost of living | public sector    |
| human race          | diplomatic corps |
| mother-tongue       | welfare state    |
| solar system        | private sector   |
| woman's movement    | labour market    |
- d. Plural compound nouns
- |                   |                 |
|-------------------|-----------------|
| e.g. armed forces | social services |
| natural resources | human right     |
| French fries      | yellow pages    |
| Civil rights      | winter sports   |
- e. Compound nouns can be also formed by putting gerund (the -ing form) before noun<sup>7</sup>.
- |                   |                       |
|-------------------|-----------------------|
| e.g. <b>Nouns</b> | <b>Compound Nouns</b> |
| room              | dining-room           |
| shoes             | running-shoes         |
| card              | playing-card          |
| room              | waiting-room          |

## B. Understanding Verbal of English

### Picking up a buyer at the airport

- Are you Mr. Lou from E-Plus?  
*Apakah anda bapak lou dari E- Plus?*
- How do you do?  
*Apa kabar?*

---

<sup>7</sup>Endang Susilowati, *General English materials for Health Student*,  
h. 28.

- Did you have a good flight?  
*Apakah penerbangan anda menyenangkan?*
- How was your flight?  
*Bagaimana dengan penerbangan anda?*
- Yes, It was enjoyable  
*Ya, penerbanganannya menyenangkan*
- Welcomr to Indonesia!  
*Selamat datang di Indonesia!*
- Nice to meet you  
*Senang berkenalan dengan anda*
- Let me take your things  
*Mari saya bawaan barang-barang anda*
- That's all right. I can manage  
*Baik, saya bisa membawanya.*
- You haven't changed a bit.  
*Anda tidak berubah sedikitpun.*
- Neither have you  
*Anda juga tidak.*
- Have you made hotel reservations?  
*Apakah anda sudah memesan kamar hotel.*
- Not yet  
*Belum*
- I'll make arrangements for you.  
*Saya akan mengurusnya untukmu*
- You must be tired after such a long trip.  
*Anda pasti lelah setelah perjalanan panjang ini.*
- I'm feeling a little jet lag.  
*Saya merasa sedikit pusing .*  
*(Source: The Handbook of Business English by Robby Iou)*

### Writing Activity

Write a short paragraph about a brief journey you or someone you know has taken or would like to take. Use the paragraph entitled *A Short Journey* as a model. Remember to state the events in the time sequence in which they happened.

### A Short Journey

Yesterday I went to my hometown by bus. It was a pleasant trip. I was travelling for my own enjoyment. I woke up early. I went to the bus station at 9.30. the bus was late. It arrived about 10.00 and we left. We travelled through the beautiful countryside. The sun was shining brightly at first. After a while, dark clouds appeared in the sky. By the time, we arrived at my hometown, it was raining heavily. I had gone out without a raincoat or an umbrella. Fortunately, an old friend was waiting at the station. I went to my parents' home in my friend's car. I stayed all day. We talked for a long time. At 5:00 I returned to the city. This time I travelled on an express train. I arrived in the city on schedule. The day had passed pleasantly and eventfully. Next weekend, I am going there again.

*(Source: Let's Write English by George E. Wishon and Julia M. Burkes)*



## UNIT 3

### Reading

#### A. Reading Comprehension

##### Economic Growth

Economic growth is the increase in the market value of the goods and services produced by an economy over time. It is conventionally measured as the percent rate of increase in real gross domestic product, or real GDP. Of more importance is the growth of the ratio of GDP to population (GDP per capita), which is also called *per capita income*. An increase in growth caused by more efficient use of inputs is referred to as *intensive growth*. GDP growth caused only by increases in inputs such as capital, population or territory is called *extensive growth*.

Growth is usually calculated in *real* terms – i.e., inflation-adjusted terms – to eliminate the distorting effect of inflation on the price of goods produced. Measurement of economic growth uses national income accounting. In economics, "economic growth" or "economic growth theory" typically refers to growth of potential output, i.e., production at "full employment". As an area of study, *economic growth* is generally distinguished from *development economics*. The former is primarily the study of how countries can advance their economies. The latter is the study of the economic aspects of the development process in low-income countries.

Since economic growth is measured as the annual percent change of gross domestic product (GDP), it has all the advantages and drawbacks of that measure. For example, GDP only measures the market economy, which tends to overstate growth during the change over from a farming economy with household production. An adjustment was made for food grown on and consumed on farms, but no correction was made for other household production. Also, there is no allowance in GDP calculations for depletion of natural resources.

(Source: [http://en.wikipedia.org/wiki/Economic\\_growth#Measuring\\_economic\\_growth](http://en.wikipedia.org/wiki/Economic_growth#Measuring_economic_growth))



1. What is economic growth?
2. What does "it" (line 2) refer to ?
3. Is "economic growth" an noun phrase?
4. How is the growth usually calculated?
5. what do you know about intensive growth?

## B. Vocabulary

Read each group of sentences and decide whether all the sentences in the group are about one topic.

1. Paragraph, Yes \_\_\_\_\_ No \_\_\_\_\_
  - Money has an interesting history.
  - In ancient times, people used goods, food, animals, or objects as money.
  - they exchanged these things for other things they wanted.
  - the first coins, or metal money, appeared in ancient Lydia, now modern Turkey, about 2,600 years ago.
  - The Romans first made coins about 2,300 years ago.
  - The Chinese made the first paper money like the kind in use today started in England about 400 years ago.
2. Paragraph, Yes \_\_\_\_\_ No \_\_\_\_\_
  - Every hospital needs large supplies of blood for transfusion.
  - It is given by donors.
  - Before giving blood, the donor is given test to determine his blood group and to make sure he is not suffering from certain diseases.
  - when this has been done, his blood can be taken.
3. Paragraph, Yes \_\_\_\_\_ No \_\_\_\_\_
  - Prof Hasan is reading.
  - He has a new book.
  - He is driving a car to the office.
  - he is reading about sea life.
  - he ordered this book a long time ago.
  - He waited and waited.
  - finally, the book came.

## Functional Skill

### A. Understanding Grammar of English.

#### Pronoun

A pronoun is a word that take the place of a noun.<sup>8</sup> It is used to substitute noun, to prevent the repetition in writing.

There are any kinds of pronoun, they are:

##### a. Personal Pronoun

- Subject pronoun are used as subject of a sentence.
  - Object pronoun are used as object of a sentence.
- b. Possessive adjective are used to express possession and it is followed by nouns.
- c. Possessive Pronouns are also used to express possession and it isn't followed by nouns.
- d. Reflexive pronoun are used to emphasize that something done by himself/herself without helping from others.<sup>9</sup>

Subject Pronoun	Object Pronoun	Possessive Pronoun	Adjective Pronoun	Reflexive Pronoun
I	Me	Mine	My ...	Myself
You	You	Yours	Your ...	Yourself
He	Him	His	His ...	Himself
She	Her	Hers	Her ...	Herself
It	It	Its	Its ...	Itself
We	Us	Ours	Our ...	Ourselves
They	Them	Theirs	Their ...	themselves

(Source: *The easy Way to Master English in Few days by Slamet Riyanto*)

##### e. Demonstrative Pronoun

There are four demonstrative pronouns:

- this (singular) = ini
- these (plural) = ini

---

<sup>8</sup> <http://www.english-grammar-revolution.com/what-is-a-pronoun.html>. diakses 5 Agustus 20014.

<sup>9</sup> Endang Sosilowati, *General English Materials for Health Student*, h.32.

- that (singular) = itu
- those (plural) = itu

we used these to point out particular thing or people. Sometimes, these are used before noun. In these cases, they are adjective, not pronoun.

Example:

Bring me that book. (demonstrative adjective)

Bring me that. (demonstrative pronoun)

This is my house. (demonstrative pronoun)

This house is mine. (demonstrative adjective)

#### f. Indefinite Pronoun

the prefix *in-* at *indefinite* means not. Indefinite pronouns are not definite. We don't know whom or what these pronouns refer to.

Anyone, something, all, most, some, etc.

Example:

Someone yelled my name. (who? We don't know)

Everyone looked at me. (who exactly? We don't know)

When indefinite pronouns are used before noun, they are actually acting as adjective, not pronoun.

Both people smiled at me. (adjective)

Both smiled at me. (pronoun)

#### g. Interrogative Pronoun

These are pronouns that are found in questions. Another name for a question is an interrogative sentence. Interrogative pronouns often begin interrogative sentences.

what, whom, whose, who, which

e.g. Who stole the cookie from the cookie jar?

#### h. Relative Pronoun

Relative pronouns are the pronouns used to combine two sentences into one by using relative word.

Interrogative pronouns are :

- Who (yang)
- Whom (yang)
- Whose (yang....nya)
- Which (yang)
- What (yang, apa yang)

- That (yang)<sup>10</sup>

Example:

- The boy *who* you invite last week is my brother.
- I know the girl *whom* you called yesterday.
- The boy *whose* car stolen goes to the police office.
- This the horse *which* I bought yesterday.
- That is *what* I like.
- There is the book *that* I want to read.

## B. Understanding Verbal of English

### Congratulation

The following are the expressions how to congratulate someone.

1. To express congratulation when someone is successful in doing something.
  - "Congratulation on your success"
  - "Congratulation on your promotion"
  - "Congratulation on your engagement"
  - "Congratulation on your marriage"
  - "Congratulation on the birth of your first baby"
  - "I must congratulate you on having been a doctor"
2. To express congratulation on birthday, New year, or religious festival.
  - "happy birthday!"
  - "Happy birthday to you!"
  - "Happy Birthday and many happy return"
  - "Happy birthday and manymore to come"
  - "Happy New Year!"
  - "Happy Lebaran day!"
  - "Happy Iedul Fitri!"
  - "Merry Cristmas!"
  - "Merry Cristmas and happy New Year!"
  - "I wish you a happy New year!"

---

<sup>10</sup> Rudy Hariyono, *Complete English Grammar* (Surabaya: Gitamedia Press, 2002) h. 123.

3. To express to your friend who will go somewhere, you can say:
- "Have you a good Journey"
  - "Have a nice holiday in Bali"
  - "Have a good time in Jakarta"
  - "Have a good vacancy in your country"
  - "Have a happy day with your family"
  - "I hope you have a good time at Tawangmangu"
  - "I hope you have a nice holiday in Yogyakarta"
4. To express to a friend who will struggle for examination, seminar, etc., we can say:
- "Good luck"
  - "Best of luck"
  - "May God bless you"
  - "May God lead you"
5. when someone feel sad, sick, or failed in the test, the following expression can be used:
- "Bad luck!"
  - "I hope you soon get well again!"
  - "I hope you will be better!"
  - "I Hope she will be better!"

Responses could be:

- "Thank you"
- "Thanks"
- "Thank you a lot"
- "Thank you very much"

*(Source: General English Material for Health Student by Endang Susilowati)*

## Writing Activity

### A. Fill the blanks with the correct pronoun!

Mr. Rahman visited friends in Chicago. He visited Mr. and Mrs. John.

1. \_\_\_\_\_ invited \_\_\_\_\_ to their home for dinner.
2. \_\_\_\_\_ gave some seashells to the John children.
3. \_\_\_\_\_ asked \_\_\_\_\_ many questions about \_\_\_\_\_ especially about a large black one.
4. The shells fascinated \_\_\_\_\_.
5. \_\_\_\_\_ looked at \_\_\_\_\_ for a long time.
6. The John served dinner at 08:00. After dinner the children listened to some stories for a while and then \_\_\_\_\_ went to bed.
7. When the children had gone to bed, the John took Mr. Rahman into the den and showed \_\_\_\_\_ some recent photographs.
8. \_\_\_\_\_ talked about old times and old friends.
9. The Johns asked Mr. Rahman about \_\_\_\_\_ family.
10. \_\_\_\_\_ all discussed a great many subjects.
11. Finally, \_\_\_\_\_ made vacation plans for the two family.
12. All of \_\_\_\_\_ planned to meet in June at The Grand Canyon.
13. At mid night, Mr. rahman said good night to \_\_\_\_\_ and left.
14. "thank \_\_\_\_\_ for a delightful evening," \_\_\_\_\_ said.
15. "\_\_\_\_\_ should come to see \_\_\_\_\_ more often," said Mrs. John." \_\_\_\_\_ are always delighted to see \_\_\_\_\_.
16. Mr. Rahman went back to Indonesia, \_\_\_\_\_ told \_\_\_\_\_ wife about \_\_\_\_\_ visit with the John.
17. \_\_\_\_\_ enjoyed hearing the news about \_\_\_\_\_ friends and asked many questions about \_\_\_\_\_ house, \_\_\_\_\_ activities, and \_\_\_\_\_ children.
18. Then \_\_\_\_\_ discussed vacation plans.
19. Mr. Rahman told \_\_\_\_\_ about \_\_\_\_\_ conversation with the Johns on this subject.
20. \_\_\_\_\_ liked \_\_\_\_\_ plans

21. Soon \_\_\_\_\_ will all pack \_\_\_\_\_ bags for the Grand Canyon.

B. Rewrite sentences 1 -16 as a paragraph , Changing *Mr. Rahman* to *I*.

C. Fill the following dialogs with the appropriate expression :

1. Anna : Sorry, I failed the test last Monday.  
Rani : \_\_\_\_\_
2. Andika : Happy New year .  
Rina : \_\_\_\_\_
3. Lina : Mom, I want to be an engineer.  
Mother : \_\_\_\_\_  
Lina : Thank you.

## UNIT 4

### Reading

#### A. Reading Comprehension

##### Market

Microeconomics examines how entities, forming a market structure, interact within a market to create a market system. These entities include private and public players with various classifications, typically operating under scarcity of tradeable units and government regulation. The item traded may be a tangible product such as apples or a service such as repair services, legal counsel, or entertainment.

In theory, in a free market the aggregates (sum of) of *quantity demanded* by buyers and *quantity supplied* by sellers will be equal and reach economic equilibrium over time in reaction to price changes; in practice, various issues may prevent equilibrium, and any equilibrium reached may not necessarily be morally equitable. For example, if the supply of healthcare services is limited by external factors, the equilibrium price may be unaffordable for many who desire it but cannot pay for it.

Various market structures exist. In perfectly competitive markets, no participants are large enough to have the market power to set the price of a homogeneous product. In other words, every participant is a "price taker" as no participant influences the price of a product. In the real world, markets often experience imperfect competition.

Forms include monopoly (in which there is only one seller of a good), duopoly (in which there are only two sellers of a good), oligopoly (in which there are few sellers of a good), monopolistic competition (in which there are many sellers producing highly differentiated goods), monopsony (in which there is only one buyer of a good), and oligopsony (in which there are few buyers of a good). Unlike perfect competition, imperfect competition invariably means market power is unequally distributed. Firms under imperfect competition have the potential to be "price makers", which



means that, by holding a disproportionately high share of market power, they can influence the prices of their products.

Microeconomics studies individual markets by simplifying the economic system by assuming that activity in the market being analysed does not affect other markets. This method of analysis is known as partial-equilibrium analysis (supply and demand). This method aggregates (the sum of all activity) in only one market. General-equilibrium theory studies various markets and their behaviour. It aggregates (the sum of all activity) across *all* markets. This method studies both changes in markets and their interactions leading towards equilibrium.

(Source: <http://en.wikipedia.org/wiki/Economics>)

## B. Vocabulary

Match these following economic terms.

- a. Monopolistic competition
- b. Oligopoly
- c. Duopoly
- d. Monopsony
- e. Oligopsony
- f. Monopoly
- g. Natural monopoly
- h. Perfect competition

- also called competitive market, where there is a large number of firms, each having a small proportion of the market share and slightly differentiated products.
- in which a market is run by a small number of firms that together control the majority of the market share.
- a special case of an oligopoly with two firms.
- when there is only one buyer in a market.
- a market where many sellers can be present but meet only a few buyers.
- where there is only one provider of a product or service.
- a monopoly in which economies of scale cause efficiency to increase continuously with the size of the firm. A firm is a natural

monopoly if it is able to serve the entire market demand at a lower cost than any combination of two or more smaller, more specialized firms.

- a theoretical market structure that features no barriers to entry, an unlimited number of producers and consumers, and a perfectly elastic demand curve.

## Functional Skill

### A. Understanding grammar of English

#### Verbs

Verbs have traditionally been defined as words that show action or state of being.<sup>11</sup> A verb can express a physical action, a mental action, or a state of being.

- A physical action (e.g., *to swim, to write, to climb*).
- A mental action (e.g., *to think, to guess, to consider*).
- A state of being (e.g., *to be, to exist, to appear*).

The verbs which express a state of being are the ones which take a little practice to spot, but, actually, they are the most common. The most common verb is the verb *to be*. That's the one which goes:

Subject	Verb to be in the past tense	Verb to be in the present tense	Verb to be in the future tense
I	Was	Am	will be
You	Were	Are	will be
He / She / It	Was	Is	will be

<sup>11</sup> <http://www.towson.edu/ows/verbs.htm> diakses 5 Agustus

We	Were	Are	will be
You	Were	Are	will be
They	Were	Are	will be

(Source: <http://www.grammar-monster.com/lessons/verbs.htm>)

#### a. Lots of Verbs Express Physical Actions

Here are some sentences with the verbs highlighted. (These verbs express physical actions.)

- She **sells** pegs and lucky heather.  
(In this example, the word *sells* is a verb. It expresses the physical activity *to sell*.)
- The doctor **wrote** the prescription.  
(In this example, the word *wrote* is a verb. It expresses the physical activity *to write*.)
- Alison **bought** a ticket.  
(The word *bought* is a verb. It expresses the physical activity *to buy*.)

#### b. Verbs Express Mental Actions

As we covered at the start, verbs do not necessarily express physical actions like the ones above. They can express mental actions too:

Example:

- She **considers** the job done.  
(The word *considers* is a verb. It expresses the mental activity *to consider*.)
- Peter **guessed** the right number  
(The word *guessed* is a verb. It expresses the mental activity *to guess*.)
- I **thought** the same thing.  
(The word *thought* is a verb. It expresses the mental activity *to think*.)

### c. Verbs Express a State of Being

A small, but extremely important group of verbs do not express any activity at all. The most important verb in this group – arguably of all – is the verb *to be*. As already mentioned, this is seen in forms like *is, are, were, was, will be*, etc. Some real examples:

- Edwina *is* the largest elephant in this area.  
(The word *is* is a verb from the verb *to be*.)
  - It *was* a joke.  
(The word *was* is a verb from the verb *to be*.)
  - I *am*.  
(The word “*am*” is a verb from the verb *to be*.)
- Point of interest: *I am* is the shortest sentence in English.<sup>12</sup>

#### 1. The kinds of verbs.

##### a. infinitive

When a verb is preceded by the word *to*, it is said to be in its infinitive form (i.e., most basic form).

I have to smoke that!

(*to smoke* - infinitive form of the verb)

##### b. Present tense

Verbs which express present actions are said to be in the present tense.

- John jumps out the window.  
(*jumps* - present tense of the verb *to jump*)
- Who is ill?  
(*is* - present tense of the verb *to be*)
- He is the kind of a guy who lights up a room just by flicking a switch.  
(*is* - present tense of the verb *to be*) (*lights up* - present tense of the verb *to light up*)

##### c. Past tense

Verbs which express actions in the past are said to be in the past tense.

- He talked with more claret than clarity. (Susan Ertz)  
(*talked* - past tense of the verb *to talk*)

---

<sup>12</sup> <http://www.grammar-monster.com/lessons/verbs.htm> diakses 5 Agustus 2014

- I ran to the lake.  
(*ran* - past tense of the verb *to run*)

- They were all there.  
(*were* - past tense of the verb *to be*)

c. Future tense

Verbs which express actions in the future are said to be in the future tense. These are usually formed by preceding the verb with the word *will*.

- I will take the blame.  
(*will take* - future tense of the verb *to take*)
- They will surrender.  
(*will surrender* - future tense of the verb *to surrender*)
- Give me where to stand, and I will move the earth.  
(*will move* - future tense of the verb *to move*)

d. Regular verbs

A regular verb is one that conforms to the usual rule for forming its simple past tense and its past participle.<sup>13</sup> In English, the "usual" rule is to add *-ed* or *-d* to the base form of the verb to create the past forms. However, there are some spelling rules to consider. Regular verbs contrast with irregular verbs which form their simple past tenses and past participles in a variety of ways..

With a regular verb, the simple past tense and the past participle are the same. For example:

Base Form	Simple Past Tense	Past Participle
paint	Painted	has painted
yawn	Yawned	has yawned
Dance	Danced	has danced

---

<sup>13</sup> [http://www.grammar-monster.com/glossary/regular\\_verbs.htm](http://www.grammar-monster.com/glossary/regular_verbs.htm) diakses 5 Agustus 2014

With most verbs, the simple past is created simply by adding -ED. However, with some verbs, you need to add -D or change the ending a little. Here are the rules:

Verb ending in...	How to make the simple past	Examples
E	Add -D	live ➡ lived date ➡ dated
Consonant +y	Change y to i, then add -ED	try ➡ tried cry ➡ cried
One vowel + one consonant (but NOT w or y)	Double the consonant, then add -ED	tap ➡ tapped commit ➡ committed
anything else including w	Add -ED	boil ➡ boiled fill ➡ filled hand ➡ handed show ➡ showed

(Source: <http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/pasted.htm>)

#### e. Irregular verb

A verb that does not follow the usual rules for verb forms. Also known as a *strong verb*. The nine most common lexical verbs in English are all irregular: *say, get, go, know, think, see, make, come, and take*.<sup>14</sup>

Verbs in English are irregular if they don't have a conventional -ed ending (like *asked* or *ended*) in the past tense and/or past participle forms. Contrast with Regular Verb. It is

<sup>14</sup> *Longman Student Grammar of Spoken and Written English*, 2002

somewhat ironic that the most regularly used verbs in English are irregular. They are:

Base Form	Simple Past	Past Participle r
Be	was/were	has been
Come	Came	has come
Get	Got	has got gotten
Go	Went	has gone
Know	Knew	has known
Make	Made	has made
Say	Said	has said
See	Saw	has seen
Take	Took	has taken
Think	Thought	has thought

With an irregular verb, the past form and past participle are often different (but not always). For example:

Irregular Verb	Simple Past Tense	Past Participle
To begin	Began	has begun
To break	Broke	has broken
To buy	Bought	has bought

### The Most Common Irregular Verbs in English

Listed below are the most common irregular verbs in English

Irregular Verb	Past Simple	Past Participle
Arise	Arose	Arisen
Be	was/were	Been
Beat	beat	Beaten
Become	Became	Become
Bend	Bent	Bent
Begin	Began	Begun
Bet	Bet	Bet

Bind	Bound	Bound
Bite	Bit	Bitten
Bleed	Bled	Bled
Blow	Blew	Blown
Break	Broke	Broken
Breed	Bred	Bred
Bring	Brought	Brought
Build	Built	Built
Buy	Bought	Bought
Catch	Caught	Caught
Choose	Chose	Chosen
Come	Came	Come
Cost	Cost	Cost
Cut	Cut	Cut
Deal	Dealt	dealt
Dig	Dug	Dug
Do	Did	done
Draw	Drew	drawn
Drink	Drank	drunk
Drive	Drove	driven
Eat	Ate	eaten
Fall	Fell	fallen
Feed	Fed	Fed
Feel	Felt	Felt
Fight	Fought	fought
Find	Found	found
Fly	Flew	Flown
Forbid	Forbade	Forbidden
Forget	Forgot	Forgotten
Forgive	Forgave	Forgiven
Freeze	Froze	Frozen
Get	Got	got gotten
Give	Gave	Given
Go	Went	Gone
Grow	Grew	Grown



Have	Had	Had
Hear	Heard	Heard
Hide	Hid	Hidden
Hit	Hit	Hit
Hold	Held	Held
Hurt	Hurt	Hurt
Keep	Kept	Kept
Know	Knew	Known
Lay	Laid	Laid
Lead	Led	Led
Leave	Left	Left
Lend	Lent	Lent
Let	Let	Let
Lie	Lay	Lain
Light	Lit	Lit
Lose	Lost	Lost
Make	Made	Made
Mean	Meant	Meant
Meet	Met	Met
Pay	Paid	Paid
Put	Put	Put
Quit	Quit	Quit
Read	Read	Read
Ride	Rode	Ridden
Ring	Rang	Rung
Rise	Rose	Risen
Run	Ran	Run
Say	Said	Said
See	Saw	Seen
Sell	Sold	Sold
Send	Sent	Sent
Set	Set	Set
Shake	Shook	Shaken
Shine	Shone	Shone
Shoot	Shot	Shot
Show	Showed	Shown

Shut	Shut	Shut
Sing	Sang	Sung
Sink	Sank	Sunk
Sit	Sat	Sat
Sleep	Slept	Slept
Slide	Slid	Slid
Speak	Spoke	Spoken
Spend	Spent	Spent
Spin	Spun	Spun
Spread	Spread	spread
Stand	Stood	stood
Steal	Stole	stolen
Stick	Stuck	stuck
Sting	Stung	Stung
Strike	Struck	Struck
Swear	Swore	Sworn
Sweep	Swept	Swept
Swim	Swam	Swum
Swing	Swung	Swung
Take	Took	Taken
Teach	Taught	Taught
Tear	Tore	Torn
Tell	Told	Told
Think	Thought	Thought
Throw	Threw	Thrown
Understand	understood	Understood
Wake	Woke	Woken
Wear	Wore	Worn
Win	Won	Won
Withdraw	Withdrew	Withdrawn
Write	Wrote	Written

*(Source: Complete English Grammar by Rudy Hariyono)*

## Verbs with Irregular and Regular Forms

The following verbs can be regular or irregular:

Verb	Past Simple	Past Participle
burn	burned or burnt	burned or burnt
dream	dreamed or dreamt	dreamed or dreamt
learn	<u>learned or learnt</u>	learned or learnt
hang	<u>hanged or hung</u>	Hang or hung
smell	smelled or smelt	smelled or smelt
spell	<u>spelled or spelt</u>	spelled or spelt

The second form (e.g. learnt, dreamt) is more common in British English.

### Irregular Verbs That Don't Change

Verbs that have the same form in Present, Past and Past Participle form:

Verb	Past Simple	Past Participle
bet	Bet	Bet
broadcast	Broadcast	Broadcast
cut	Cut	Cut
hit	Hit	Hit
hurt	Hurt	Hurt
let	Let	Let
put	Put	Put
quit	Quit	Quit
read	Read	Read
set	Set	Set
shut	Shut	Shut
spread	Spread	Spread

Verbs can be classified according to their ability to function as the predicate of a sentence:

- Full verbs  
can function alone as predicate. A verb with its own meaning: a verb that is not an auxiliary verb.

In "They have it", have is a **full verb**, but in "They have done it", it's an *auxiliary verb*.

- **Auxiliary verbs**  
function as predicate together with the past participle or the infinitive of a full verb. Auxiliaries are used to form the complex tenses.

**Auxiliary Verbs** are the verbs *be, do, have, will* when they are followed by another verb (the *full verb*) in order to form a question, a negative sentence, a compound tense or the passive.

- **Modal verbs**  
function as predicate together with the infinitive of a full verb.
- **Linking verbs/Copula verbs**  
function as predicate in combination with a noun or an adjective.<sup>15</sup>

A linking verb connects a subject and its complement. Sometimes called *copulas*, linking verbs are often forms of the verb *to be*, but are sometimes verbs related to the five senses (*look, sound, smell, feel, taste*) and sometimes verbs that somehow reflect a state of being (*appear, seem, become, grow, turn, prove, remain*). What follows the linking verb will be either a noun complement or an adjective complement:

- Those people are all professors.
- Those professors are brilliant.
- She is a teacher
- This room smells bad.
- I feel great.
- A victory today seems unlikely.

A handful of verbs that reflect a change in state of being are sometimes called resulting copulas. They, too, link a subject to a predicate adjective:

- His face turned purple.

---

<sup>15</sup> <http://www.canoo.net/services/OnlineGrammar/Wort/Verb/VollHilfModal/index.html?lang=en>

- She became older.
- The dogs ran wild.
- The milk has gone sour.
- The crowd grew ugly.

### The verb "be"

The verb *be* can be used as an auxiliary and a full verb. As an auxiliary we use this verb for compound tenses and the passive voice. Note that *be* is an irregular verb:

#### Simple Present:

I	→ <i>am</i>
he/she/it	→ <i>is</i>
we/you/they	→ <i>are</i>

#### Simple Past:

I/he/she/it	→ <i>was</i> ,
we/you/they	→ <i>were</i>

#### Past Participle:

→ *been*

You can tell that in the following sentences *be* is an auxiliary because it is followed by another verb (the *full verb*). (For progressive forms use the "-ing" form of the full verb; for passive voice, use the past participle of the full verb.)

### Progressive Forms

Present Progressive:	He <i>is playing</i> football.
Past Progressive:	He <i>was playing</i> football.
Present Perfect Progressive:	He has <i>been playing</i> football.
Past Perfect Progressive:	He had <i>been playing</i> football.

### Passive

Simple Present/Past:	The house <i>is/was built</i> .
Present/Past Perfect:	The house has/had <i>been built</i> .
Future I:	The house will <i>be built</i> .

### "be" as a full verb

The verb *be* can also be a *full verb*. In this case, it's not followed by another verb. If *be* is used as a full verb, we do not need an auxiliary in negative sentences or questions.

positive sentence:	They <u>are</u> in the playground.
negative sentence:	They <u>are</u> not in playground.
question:	<u>Are</u> they in the playground?

## The verb "have"

The verb *have*, too, can be used both as an auxiliary and as a full verb. As an auxiliary we use this verb to form compound tenses in active and passive voice. (Use the past participle of the full verb.)

### Compound Tenses - Active Voice

*Present Perfect Simple:*

He *has* played football.

*Past Perfect Simple:*

He *had* played football.

*Present Perfect Progressive:*

He *has* been playing football.

*Past Perfect Progressive:*

He *had* been playing football.

### Compound Tenses - Passive Voice

*Present/Past Perfect:*

The house *has/had* been built.

Note that *have* is an irregular verb, too:

*Simple Present:*

I/we/you/they	→ <i>have</i> ,
he/she/it	→ <i>has</i>

*Simple Past:*

I/he/she/it/we/you/they	→ <i>had</i>
-------------------------	--------------

*Past Participle:*

→ *had*

## "have" in positive sentences

As a full verb *have* indicates possession. In British English, however, we usually use *have got* (*have* being the auxiliary, *got* the full verb).

*full verb:*

I have a car.

*auxiliary verb:*

I *have* got a car.

## "have" in negative sentences and questions

When we use *have* as a full verb, we must use the auxiliary *do* in negative sentences and questions. If we use *have got*, however, we do not need another auxiliary.

*have as a full verb:*

I *do* not have a car.

Do I have a car?

Have as an auxiliary verb:

I *have* not got a car.

Have I got a car?

### The verb "will"

The verb *will* can only be used as an auxiliary. We use it to form the future tenses.

#### The auxiliary verb "will"

Future I: He *will* not play football.

Future II: He *will* have played football.

The verb *will* remains the same for all forms (no "s" for 3rd person singular). The short form for negative sentences is *won't*.

Examples:

I will, he will

I will not = I won't

### The verb "do"

The verb *do* can be both an auxiliary and a full verb. As an auxiliary we use *do* in negative sentences and questions for most verbs (except not for *be*, *will*, *have got* and modal verbs) in Simple Present and Simple Past. (Use the infinitive of the full verb.)

#### The auxiliary "do" in negative sentences

Simple Present: He *does* not play football.

Simple Past: He *did* not play football.

#### The auxiliary "do" in questions

Simple Present: *Does* he play football?

Simple Past: *Did* he play football?

The verb *do* is irregular:

Simple Present:

I/we/you/they → *do*,

he/she/it → *does*

Simple Past:

I/he/she/it/we/you/they → *did*

### The full verb "do"

As a full verb we use *do* in certain expressions. If we want to form negative sentences or questions using *do* as a full verb, we need another *do* as an auxiliary.

*positive sentence:* She does her homework every day.

*negative sentence:* She doesn't do her homework every day.

*question:* Does she do her homework every day?

## B. Understanding verbal of English

### Giving a description of a product

- These are our newest model/latest product.  
*Ini adalah model/produk terbaru kami.*
- What are their strengths?  
*Apa kekuatannya/kelebihannya?*
- They are durable. It takes longer to wear out.  
*Produk ini tahan lama. Produk ini membutuhkan waktu yang lebih lama untuk mengalami kerusakan/aus.*
- The materials are carefully selected.  
*Bahan-bahannya dipilih dengan sangat hati-hati.*
- How are they packed?  
*Bagaimana produk itu dipaketkan.*
- There are twelve pairs of shoes in a carton.  
*Ada dua belas pasang sepatu di dalam satu karton.*
- What is the measurement of one carton?  
*Berapa ukuran untuk satu karton?*
- The measurement is 0.144 cubic metres.  
*Ukurannya 0.144 meter kubik.*
- It weighs six kilograms per carton.  
*Beratnya enam kilogram per karton.*
- How many colours are available for this item?  
*Berapa macam warna yang ada untuk barang ini?*
- What is it made of?  
*Barang ini terbuat dari apa?*
- How many designs do you have?  
*Berapa macam design yang anda miliki?*



- We have only one design.  
*Kami hanya memiliki satu design.*
- The basic design of these shoes is very similar to that of earlier models.  
*Design utama dari sepatu-sepatu ini sangat mirip dengan model sebelumnya.*
- We will offer you a good product at a rock-bottom price.  
*Kami akan menawarkan anda produk yang baik dengan harga yang sangat rendah.*
- These products are produced with care.  
*Produk ini dibuat dengan hati-hati.*
- These products are designed to moisturize and soften the skin.  
*Produk ini didesain untuk melembabkan dan menghaluskan kulit.*
- these product contains no food colours.  
*Produk ini tidak mengandung pewarna makanan.*
- this model combines a telephone and fax machine.  
*Model ini menggabungkan sebuah telpon dengan mesin fax.*
- this model represents the best compromise between price and quality.  
*Model ini memberikan solusi yang terbaik antara harga dan kualitas.*
- this model embodies many new features.  
*Model ini memiliki banyak fitur baru.*
- this model comes with a number of optional extras (things you can choose to have, but which you will have to pay extra for).  
*Model ini disertai dengan sejumlah perangkat tambahan (barang tambahan yang dapat anda pilih dan dibayar terpisah)*
- The new model is technically superior to its compotitor.,  
*Model baru ini secara tehnik lebih unggul dari pesaingnya.*
- here are the technical specifications of the new model.  
*Ini adalah spesifikasi tehnik dari model baru ini.*
- The particular model is one of our biggest sellers.  
*Model khusus ini adalah salah satu penjualan terbesar kami.*
- The new light cover increases this model's potability.  
*Penutup ringan yang baru itu membuat model tersebut mudah dipindah-pindahkan*
- this particular model comes with a wide range of option (things that you can choose to have when buying something but you have to pay extra for.

*Model khusus ini datang dengan pilihan yang luas (barang tambahan yang dapat anda pilih ketika membeli tetapi memerlukan biaya tambahan.*

- Simple direction to assembling the model are printed in the box.  
*Cara mudah untuk pemasangan model itu tertera di atas kotak.*
- This particular model has a further refinement.

*Model khusus ini telah mengalami perbaikan yang lebih lanjut.*

*(Source: The Handbook of Business English by Robby Lou)*

### Writing Activity

Arrange the following cues in proper word order to make complete sentences. Write the sentences in paragraph form. Begin your paragraph with this sentence: *there are nearly two thousand toys factories in the united States*. Be careful to use correct punctuation.

1. Are – they – everywhere
2. In – the north – are – the South – the East – the West – and – they
3. Half – about – regular – them – factories – of – toy – are
4. Others – making – factories – the – for – and – machinery – are – furniture – other – dishes – clothing – articles
5. Other – probably – factories – little automobiles – to make – these - little airplanes samples – little furniture – started – little dishes –as – things – and
6. Then – the – began – as – factories – the – toys – samples – to sell

*(Source: Let's write English By George E. Wilson and Julia M. Burkes)*



## UNIT 5

### Reading

#### A. Reading Comprehension

##### Macroeconomics and Microeconomics

Macroeconomics is the study of “big picture” economics that relates to countries, region or organizations as a whole, rather than individuals or families. It analyzes economic principles as related to unemployment, inflation, industry, and government.

As defined by Joseph Stiglitz, our confidence in macroeconomics is “the ability to maintain full employment, price stability, and sustained growth.

Microeconomics is a deviation of economics, which studies the ways by which individuals, firms and families take decisions regarding allocation of the limited amount of resources at their disposal. The studies are done in a context of markets where goods and services are traded.

Microeconomics also deals with the various economic decisions taken by individuals, companies and families have an impact on demand and supply of services and goods in a particular market. Furthermore, microeconomics also deals with the impact of movements in demand of goods and services on their prices affect supply and demand of goods and services. One of the basic aims of microeconomics is to examine the various market mechanisms that play a role in the determination of relative prices of the goods and services that are available in a particular market.

(Source: [http://esl.about.com/od/businessreading/a/d\\_atm.htm](http://esl.about.com/od/businessreading/a/d_atm.htm))

#### B. Vocabulary

Macroeconomics is the study of “big picture” economics that relates to countries, region or organizations as a whole, rather than individuals or families.

Microeconomics is a deviation of economics, which studies the ways by which individuals, firms and families take

decisions regarding allocation of the limited amount of resources at their disposal.

unemployed is (*adj*) not working or not able to get work, (*n*) people who are without jobs.<sup>16</sup>

Unemployment is the state of being unemployed or the number of unemployed people.<sup>17</sup>

## Functional Skill

### A. Understanding Grammar of English

#### Adjective

**Adjective** is a word used to describe or modify noun (another person or thing) or pronoun in the sentence, by answering one of these three questions: *What kind is it? How many are there? Which one is it?*<sup>18</sup> *Large, gray and friendly are all examples of adjectives. In the example below, these adjectives is used to describe an elephant.*

*Example:*

- Large elephant
- Gray elephant
- Friendly elephant

Adjectives modify a noun.

The word *elephant* is a noun. Adjectives are added to nouns to state what kind, which one or how many. Adjective are said to modify nouns and necessary to make the meanings of sentences clearer or more exact.

*Example:*

- Follow the yellow cab.  
(in this example the adjective *Yellow* modifies the noun *cab*.)

Adjectives modify pronoun

Although less common adjectives can also modify pronouns.

*Example :*

- It is a blue one

---

<sup>16</sup> A. S. Hornby and Christina Ruse, *Oxford Student's Dictionary of Current English*, (Oxford University Press, 1988) h. 684.

<sup>17</sup> A. S. Hornby and Christina Ruse, *Oxford Student's Dictionary of Current English*, h. 684.

<sup>18</sup> <http://www.grammar-monster.com/lessons/adjectives.htm>.

(in this example, the adjective *blue* modifies the pronoun one.)

The positions of adjectives in a sentence:<sup>19</sup>

a. Attributive adjective

Adjective is used to modify nouns directly, without separated by a word or linking verb.

Example:

Beautiful girl

Big house

Handsome boy

b. Predicative adjective

Adjective is used to modify noun indirectly, but usually separated by another word.

Example:

I am Happy

She is diligent

They are red and white

### The different types of adjectives

Adjectives are describing word. However, there many other words that are classified as adjectives:

- a. Descriptive adjective
- b. Numeral adjective
- c. Quantitative adjective
- d. Demonstrative adjective
- e. Proper adjective
- f. Interrogative adjective
- g. Possessive adjective
- h. Distributive adjective<sup>20</sup>

### Descriptive adjective

A descriptive adjective is a word that is used to describe another word directly; it is typically found immediately adjacent to

---

<sup>19</sup>Rudy Hariyono, *Complete Englisg Grammar*, h. 40.

<sup>20</sup>Rudy Hariyono, *Complete Englisg Grammar*, h. 40.

what it describes.<sup>21</sup> For example, in phrases like “the fast man,” “the lazy dog,” and “my red car,” there are three simple, descriptive adjectives in the form of “fast,” “lazy,” and “red.” This type of word is one of the most common adjectives and is often easily identifiable; it includes words like “fast” in “fast car” or “silly” in “silly dog.”

Example:

Big	kind
Thin	fat
Pretty	bad
Near	far
Interesting	brave
Sick	tame
Wild	stupid
Clever	tall

- The man is fat



- The elephant is big



## Numeral adjective

Adjective which express the number of persons or things are called the Adjective of Number or Numeral Adjective.<sup>22</sup>

<sup>21</sup><http://www.wisegeek.com/what-is-a-descriptive-adjective.htm>.

<sup>22</sup>Rudy Hariyono, *Complete English Grammar*, h. 42.

- There are two elephants



#### a. Cardinal Number

cardinal numbers refer to the size of a group. In English, these words are numerals.

0	zero (nought)	10	ten	20	twenty
1	one	11	eleven	30	thirty
2	two	12	Twelve	40	forty
3	three	13	thirteen	50	fifty
4	four	14	fourteen	60	sixty
5	five	15	fifteen	70	seventy
6	six	16	sixteen	80	eighty
7	seven	17	seventeen	90	ninety
8	eight	18	eighteen		
9	nine	19	nineteen		

If a number is in the range 21 to 99, and the second digit is not zero, one typically writes the number as two words separated by a hyphen.

21 twenty-one

25 twenty-five

32 thirty-two

58 fifty-eight

64 sixty-four

79 seventy-nine

83 eighty-three

99 ninety-nine

In English, the hundreds are perfectly regular, except that the word *hundred* remains in its singular form regardless of the number preceding it.

100 one hundred



200 two hundred

900 nine hundred

The number of thousands followed by the word "thousand"

1,000	one thousand
2,000	two thousand
3,000	Three thousand
10,000	ten thousand
11,000	eleven thousand
14,000	Fourteen thousand
20,000	twenty thousand
21,000	twenty-one thousand
30,000	thirty thousand
85,000	eighty-five thousand
100,000	one hundred thousand
999,000	nine hundred and ninety-nine thousand ( <i>inclusively British English, Irish English, Australian English, and New Zealand English</i> ) nine hundred ninety-nine thousand ( <i>American English</i> )
1,000,000	one million
10,000,000	ten million or one crore ( <i>Indian English</i> )

Intermediate numbers are read differently depending on their use. Their typical naming occurs when the numbers are used for counting. Another way is for when they are used as labels. The second column method is used much more often in American English than British English.

No	Common British vernacular
	"How many marbles do you have?"
101	"A hundred and one."
109	"A hundred and nine."
110	"A hundred and ten."
117	"A hundred and seventeen."
120	"A hundred and twenty."
152	"A hundred and fifty-two."
209	"Two hundred and eight."
334	"Three hundred and thirty-four."

	<b>Common American vernacular</b>
	<i>"What is your house number?"</i>
101	"One-oh-one." <i>Here, "oh" is used for the digit zero.</i>
109	"One-oh-nine."
110	"One-ten."
117	"One-seventeen."
120	"One-twenty."
152	"One-fifty-two."
208	"Two-oh-eight."
334	"Three-thirty-four."

	<b>Common British vernacular</b>
	<i>"Which bus goes to the high street?"</i>
101	"One-oh-one."
109	"One-oh-nine."
110	"One-one-oh."
117	"One-one-seven."
120	"One-two-oh", "One-two-zero."
152	"One-five-two."
208	"Two-oh-eight."
334	"Three-three-four."

**Note:** When writing a cheque (or *check*), the number 100 is always written "one hundred". It is never "a hundred".

(source: [http://en.wikipedia.org/wiki/English\\_numerals#Cardinal numbers](http://en.wikipedia.org/wiki/English_numerals#Cardinal_numbers))

For numbers above a million, there are two different systems for naming numbers in English.

The long scale (decreasingly used in British English).

Number notation	Long scale	
1.000.000	one million	
1.000.000.000	One <u>milliard</u> <i>a thousand million</i>	
1.000.000.000.000	one <u>billion</u> <i>a million million</i>	

1.000.000.000.000.000	one <u>billiard</u> <i>a thousand billion</i>	
1.000.000.000.000.000.000	one <u>trillion</u> <i>a million billion</i>	
1.000.000.000.000.000.000.000	one <u>trilliard</u> <i>a thousand trillion</i>	

The short scale (always used in American English and increasingly in British English).

Number notation	Short Scale	
1.000.000	one million	
1.000.000.000	One billion <i>a thousand million</i>	
1.000.000.000.000	One <u>trillion</u> <i>a thousand billion</i>	
1.000.000.000.000.000	One quadrillion <i>a thousand trillion</i>	
1.000.000.000.000.000.000	one quintillion <i>a thousand quadrillion</i>	
1.000.000.000.000.000.000.000	one sextillion <i>a thousand quadrillion</i>	

(source: [http://en.wikipedia.org/wiki/English\\_numerals#Cardinal numbers](http://en.wikipedia.org/wiki/English_numerals#Cardinal_numbers))

Here are some approximate composite large numbers in American English:

Quantity	Written	Pronounced
1,200,000	1.2 million	one point two million
3,000,000	3 million	three million
250,000,000	250 million	two hundred fifty million
6,400,000,000	6.4 billion	six point four billion
23,380,000,000	23.38 billion	twenty-three point three eight billion

### b. Ordinal Number

Ordinal numbers refer to a position in a series. Common ordinals include:

0 <sup>th</sup> zeroth	10 <sup>th</sup> tenth	
1 <sup>st</sup> first	11 <sup>th</sup> eleventh	
2 <sup>nd</sup> second	12 <sup>th</sup> twelfth	20 <sup>th</sup> twentieth
3 <sup>rd</sup> third	13 <sup>th</sup> thirteenth	30 <sup>th</sup> thirtieth
4 <sup>th</sup> fourth	14 <sup>th</sup> fourteenth	40 <sup>th</sup> fortieth
5 <sup>th</sup> fifth	15 <sup>th</sup> fifteenth	50 <sup>th</sup> fiftieth
6 <sup>th</sup> sixth	16 <sup>th</sup> sixteenth	60 <sup>th</sup> sixtieth
7 <sup>th</sup> seventh	17 <sup>th</sup> seventeenth	70 <sup>th</sup> seventieth
8 <sup>th</sup> eighth	18 <sup>th</sup> eighteenth	80 <sup>th</sup> eightieth
9 <sup>th</sup> ninth	19 <sup>th</sup> nineteenth	90 <sup>th</sup> ninetieth

*Zeroth* only has a meaning when counting starts with zero, which happens in a mathematical or computer science context.

Ordinal numbers such as 21<sup>st</sup>, 33<sup>rd</sup>, etc., are formed by combining a *cardinal* ten with an *ordinal* unit.

21 <sup>st</sup> twenty-first
25 <sup>th</sup> twenty-fifth
32 <sup>nd</sup> thirty-second
58 <sup>th</sup> fifty-eighth
64 <sup>th</sup> sixty-fourth
79 <sup>th</sup> seventy-ninth
83 <sup>rd</sup> eighty-third
99 <sup>th</sup> ninety-ninth

### c. Fraction

To form fractions in English the numerator (the top number) is spoken as a cardinal number and the denominator (the bottom number) as an ordinal number. However, *half* is used in place of *second* and sometimes *quarter* in place of *fourth*. For fractions in which the numerator is larger than one, the denominator takes the plural -s suffix. English fractions are also written with a hyphen between the numerator and denominator. For example:

- $1/2$  – one-half
- $1/3$  – one-third
- $2/3$  – two-thirds
- $1/4$  – one-fourth, one-quarter
- $4/5$  – four-fifths
- $99/100$  – ninety-nine one hundredths, ninety-nine hundredths

Fractions may also be spoken as cardinal number-over-cardinal number. For example:

- $1/2$  – one over two
- $1/3$  – one over three
- $2/3$  – two over three
- $1/4$  – one over four
- $4/5$  – four over five
- $99/100$  – ninety-nine over one hundred

Next introduce the words for the decimals:

- 0.X – tenth(s)
- 0.0X – hundredth(s)
- 0.00X – thousandth(s)
- 0.000X – ten thousandth(s)
- 0.0000X – hundred thousandth(s)
- 0.00000X – millionth(s)<sup>23</sup>

All decimals follow the singular-plural system for English nouns in that the number is spoken as the digit followed by the name of the decimal with any decimal larger than one taking the plural *-s* marker. A period is placed between the whole number and the decimal. For example:

- 0.1 – one tenth
- 0.2 – two tenths
- 0.01 – one hundredth, one one-hundredth
- 0.33 – thirty-three hundredths
- 0.001 – one thousandths, one one thousandth

---

<sup>23</sup> <http://www.brighthubeducation.com/esl-lesson-plans/59563-fraction-decimal-ordinal-basics/> diakses 5 Agustus 2014

- 0.654321 – six hundred fifty-four thousand three hundred twenty-one millionths

Decimals may also be spoken as whole number-point-digits. Zeros are spoken as *zero* or *oh*. For example:

- 0.1 – point one, zero point one, oh point one
- 1.25 – one point two five
- 6.425 – six point four two five
- 2.1368 two point one three six eight
- 1.057 – one point oh five seven
- 4.0098 – four point zero zero nine eight.

### Quantitative adjective

Quantitative Adjectives indicate *how much of a thing is meant*.

- Many → countable noun (-) dan (?)  
She hasn't *many* book.  
Have they *many* cars?
- Much → uncountable noun (-) dan (?)  
He doesn't drink *much* coffee.  
Do you have *much* money?
- A lot of → countable and uncountable noun (+)  
I have *a lot of* friends  
We bought *a lot of* milk yesterday.
- Lots of → countable and uncountable noun (+)  
There are *lots of* chairs there.  
She has *lots of* shirts
- Plenty of → countable and uncountable noun (+)  
We have *plenty of* English books.  
There are *plenty of* fruits in the cupboard

### Demonstrative adjective

- Definite demonstrative adjective  

<u>The</u>	<u>the other</u>
This	such
These	the same
That	those

Example :

*This* car is yours

I gave him *the same* answer

*Such* man isn't fit to be a teacher

- Indefinite demonstrative adjective

a/an                      another

other                      any other

example:

*Another* man will come here.

I haven't seen *any other* men before.

## Proper Noun

Proper adjectives are adjectives that are derived from proper nouns.<sup>24</sup> they are adjectives that are formed from proper nouns. Most of them identify specific people, places, languages, or groups. Also, notice that they all begin with a capital letter.

Example:

*American* car

*English* grammar

*Parisian* scraft

*Indonesian* product

*Japanese* tradition

*Chinese* food

## Interrogative adjective

An interrogative adjective is a word which both modifies a noun and indicates a question. they are words similar to interrogative pronouns, but they can't stand on their own.<sup>25</sup> In other words, they serve to modify another term, specifically a noun. The words "which" and "what" are the two interrogative adjectives and are used in interrogative sentences to modify nouns found in the question.

Example:

---

<sup>24</sup> <http://www.english-grammar-revolution.com/proper-adjective.html> diakses 5 Agustus 2014.

<sup>25</sup> <http://www.k12reader.com/term/interrogative-adjectives/> diakses 5 Agustus 2014

Which car is yours?

What book do you mean?

### Possessive adjective

Possessive adjectives are used to show possession or ownership of something. While we use them when we refer to people, it is more in the sense of relationship than ownership.<sup>26</sup>

The **possessive adjectives** in English are as follows:

Subject Pr	Possessive Adjective
I	My
You	Your
They	Their
We	Our
She	Her
He	His
It	Its

They are always located directly in front of the noun they refer to. (Possessive Adjective + Noun). The possessive adjective needs to agree with the possessor and not with the thing that is possessed.

### Examples

- **My** car is very old.
- **Her** boyfriend is very friendly.
- **Our** dog is black.
- **Their** homework is on the table.

### Distributive adjective

This adjective expresses the distributive state of noun. A **distributive** shows how something is distributed, divided, or shared.<sup>27</sup>

Each

every

---

<sup>26</sup> [http://www.grammar.cl/Notes/Possessive\\_Adjectives.htm](http://www.grammar.cl/Notes/Possessive_Adjectives.htm)  
diakses 5 agustus 2014

<sup>27</sup> <http://www.grammarinenglish.com/adjectives/?lesson=>  
distributive diakses 5 Agustus 2014.



Either

neither

Example:

*Each* student has to do that lesson.

You can take *either* bag.

He comes here *every* week.

### Forming adjective

Noun + suffix

a. Noun + al

Nature

natural

Ratio

rational

b. Noun + Less

Taste

tasteless

Job

Jobless

c. Noun + y

wind

windy

blood

bloody

c. Noun + ful

hope

hopeful

power

powerful

d. Noun + ous

delight

delicious

mystery

mysterious

Verb + Suffix

a. verb + able

obtain

obtainable

break

breakable

b. Verb + ive

depend

dependence

educate

educative

Adjective with prefix

a. im + adjective

polite

impolite

possible

impossible

b. il + adjective

literate	illiterate
legal	illegal
c. ir + adjective	
religious	irreligious
regular	irregular
d. in + adjective	
adequate	inadequate
human	inhuman
e. un + adjective	
afraid	unafraid
accustomed	unaccustomed

In English, it is common to use more than one adjective before a noun, for example, "He's a silly young fool," or "She's a smart, energetic woman." When you use more than one adjective, you have to put them in the right order, according to type. This different types of adjectives and the correct order for them.

#### The basic types of adjectives

<b>Opinion</b>	An <b>opinion</b> adjective explains what you think about something (other people may not agree with you). For example: silly, beautiful, horrible, difficult
<b>Size</b>	A <b>size</b> adjective, of course, tells you how big or small something is. For example: large, tiny, enormous, little
<b>Age</b>	An <b>age</b> adjective tells you how young or old something or someone is. For example: ancient, new, young, old
<b>Shape</b>	A <b>shape</b> adjective describes the shape of something. For example: square, round, flat, rectangular
<b>Colour</b>	A <b>colour</b> adjective, of course, describes the colour of something. For example: blue, pink, reddish, grey
<b>Origin</b>	An <b>origin</b> adjective describes where something comes from. For example: French, lunar, American, eastern, Greek

<b>Material</b>	A <b>material</b> adjective describes what something is made from. For example: wooden, metal, cotton, paper
<b>Purpose</b>	A <b>purpose</b> adjective describes what something is used for. These adjectives often end with “-ing”. For example: sleeping (as in “sleeping bag”), roasting (as in “roasting tin”)

(Source : <http://web2.uvcs.uvic.ca/elc/studyzone/410/grammar/adjord.htm>)

To describe or modify a noun more than one adjective, it is important to put the right order above. If the noun is modified by adjective obtains article, determiner and quantifier, so before putting it into the right order, we must put them (the article or determiner or quantifier) before..

For example.

I have book. (there are two books, it is a reading book, it is from American, it is new, it is blue, it is thick, it is good).

*I Have two good thick new blue American reading book.*

### Comparison of adjectives

Adjective is a word and it qualifies a noun. It gives more information about the noun. Comparison can be made using the three forms of the adjective. Adjectives are of three degrees. (1) Positive (2) Comparative (3) Superlative

Positive	Comparative	Superlative
Very few boys in the class are as <b>tall</b> as John.	John is <b>taller</b> than any other boys in the class.	John is the tallest boy in the class.

### List of degrees of comparison

a. By adding 'er' and 'est'

POSITIVE	COMPARATIVE	SUPERLATIVE
bright	Brighter	Brightest
black	Blacker	Blackest
Bold	Bolder	Boldest
clever	Cleverer	Cleverest

Cold	Colder	Coldest
Fast	Faster	Fastest
great	Greater	Greatest
High	Higher	Highest
Kind	Kinder	Kindest
Long	Longer	Longest
small	Smaller	Smallest
strong	Stronger	Strongest
sweet	Sweeter	Sweetest
Tall	Taller	Tallest
young	Younger	Youngest

**b. By adding 'r' and 'st'**

POSITIVE	COMPARATIVE	SUPERLATIVE
brave	Braver	Bravest
Fine	Finer	Finest
large	Larger	largest
nice	Nicer	nicest
noble	Nobler	Noblest
pale	Paler	Palest
simple	Simpler	Simplest
wise	Wiser	Wiseest
white	Whiter	Whitest

**c. By deleting the final 'y' and adding 'ier' and 'iest'**

POSITIVE	COMPARATIVE	SUPERLATIVE
Costly	costlier	Costliest
Dry	Drier	Driest
Easy	easier	Easiest
Happy	happier	Happiest
Heavy	heavier	Heaviest
Lazy	lasier	Lasiest
Mercy	mercier	Merciest

Wealthy	Wealthier	Wealthiest

d. By deleting the final 'y' and adding 'ier' and 'iest'

POSITIVE	COMPARATIVE	SUPERLATIVE
costly	Costlier	Costliest
Dry	Drier	Driest
Easy	Easier	Easiest
happy	Happier	Happiest
heavy	heavier	Heaviest
Lazy	Lasier	Lasiest
Mercy	mercier	Merciest
Wealthy	Wealthier	Wealthiest

e. By doubling the final consonants

POSITIVE	COMPARATIVE	SUPERLATIVE
Big	Bigger	Biggest
Dim	Dimmer	Dimmest
Fat	Fatter	Fattest
Hot	Hotter	Hottest
Thin	Thinner	Thinnest

f. By using more and most

POSITIVE	COMPARATIVE	SUPERLATIVE
active	more active	most active
attractive	more attractive	most attractive
beautiful	more beautiful	most beautiful
brilliant	more brilliant	most brilliant
careful	more careful	most careful
courageous	more courageous	most courageous
cunning	more cunning	most cunning
difficult	more difficult	most difficult
famous	more famous	most famous
faithful	more faithful	most faithful

proper	more proper	most proper
popular	more popular	most popular
splendid	more splendid	most splendid

## B. Understanding Verbal of English

### Deliveries and Suppliers

**susan:** Doug, can I talk with you for a moment?

**Doug:** What can I do for you Susan?

**Susan:** I'm concerned about the delays we're experiencing with some of our suppliers.

**Doug:** We're doing everything to get back on schedule.

**Susan:** Could you give me an approximate timeline?

**Doug:** A number of deliveries are arriving tomorrow. Unfortunately, this time of year is often troublesome.

**Susan:** That's not good. We can't make excuses to our clients. Are all shipments affected?

**Doug:** No, but it is summer and some companies are cutting back until September.

**Susan:** Where are most of our suppliers located?

**Doug:** Well, most of them are in China, but there are a few in California.

**Susan:** How does that affect deliveries?

**Doug:** Well, there are weather delays and shipment delays due to reduced production. Sometimes, larger packages are delayed because of a bottleneck at the distribution point.

**Susan:** Is there any way around these delays?

**Doug:** Well, we often work with delivery services such as UPS, FedEx or DHL for our most urgent shipping. They guarantee door-to-door deliveries within 48 hours.

**Susan:** Are they expensive?

**Doug:** Yes, they're very expensive at that cuts into our bottom line.

(Source: [http://esl.about.com/od/businessreading/a/d\\_atm.htm](http://esl.about.com/od/businessreading/a/d_atm.htm))

### Writing Activity

Rewrite the following paragraph, filling in blanks with appropriate modifier.

The school was old and \_\_\_\_\_, a/an \_\_\_\_\_, \_\_\_\_\_ . Grecian-style building with \_\_\_\_\_ green walls, \_\_\_\_\_ doors, and a \_\_\_\_\_ roof. It was located on a street in the centre of town, surrounded by all the \_\_\_\_\_ noises of neglect, with its and \_\_\_\_\_ stairways, its \_\_\_\_\_ windows, and the \_\_\_\_\_ yard full of \_\_\_\_\_ and \_\_\_\_\_ flower beds. The school would \_\_\_\_\_ disappear. In its place would appear something \_\_\_\_\_ modern, made from the \_\_\_\_\_ materials of our times: \_\_\_\_\_ concrete, \_\_\_\_\_ steel, and \_\_\_\_\_ glass.

## UNIT 6

### Reading

#### A. Reading Comprehension

##### Job Advertisements

Read the following job advertisements:

1. Needed: Full time secretary position available. Applicants should have at least 2 years experience and be able to type 60 words a minute. No computer skills required. Apply in person at United Business Ltd., 17 Browning Street.
2. Are you looking for a part time job? We require 3 part time shop assistants to work during the evening. No experience required, applicants should be between 18 and 26. Call 366 - 76564 for more information.
3. Computer trained secretaries: Do you have experience working with computers? Would you like a full time position working in an exciting new company? If your answer is yes, give us a call at 565-987-7832.
4. Teacher Needed: Tommy's Kindergarten needs 2 teacher/trainers to help with classes from 9 a.m. to 3 p.m. Applicants should have appropriate licenses. For more information visit Tommy's Kindergarten in Leicester Square No. 56.
5. Part Time work available: We are looking for retired adults who would like to work part time at the weekend. Responsibilities include answering the telephone and giving customer's information. For more information contact us by calling 897-980-7654

(Source: [http://esl.about.com/od/intermediatereadin1/a/apply\\_job\\_2.htm](http://esl.about.com/od/intermediatereadin1/a/apply_job_2.htm))



6. University positions open: The University of Cumberland is looking for 4 teaching assistants to help with homework correction. Applicants should have a degree in one of the following: Political Science, Religion, Economics or History. Please contact the University of Cumberland for more information.

### Comprehension Questions

Which position is best for these people?

Choose only one position for each person.

- Jane Madison. Jane recently retired and is looking for a part time position. She would like to work with people and enjoys public relation work.

The best job for Jane is \_\_\_\_\_

- Jack Anderson. Jack graduated from the University of Trent with a degree in Economics two years ago. He would like an academic position.

The best job for Jack is \_\_\_\_\_

- Margaret Lillian. Margaret is 21 years old and would like a part time position to help her pay her university expenses. She can only work in the evenings.

The best job for Margaret is \_\_\_\_\_

- Alice Fingelhamm. Alice was trained as a secretary and has six years of experience. She is an excellent typist but does not know how to use a computer. She is looking for a full time position.

The best job for Alice is \_\_\_\_\_

- Peter Florian. Peter went to business school and studied computer and secretarial skills. He is looking for his first job and would like a full time position.

The best job for Peter is \_\_\_\_\_

- Vincent san George. Vincent loves working with children and has an education license from the city of Birmingham. He would like to work with young children.

The best job for Vincent is \_\_\_\_\_

## B. Vocabulary

### Advertising

<b>Ad</b>	<b>abbr.</b> advertisement - advert <b>abbr.</b>
<b>Advertisement</b>	<b>n.</b> item of publicity for a product or service, in magazine, on TV etc
<b>advertising agency</b>	<b>n.</b> company specialising in producing and placing advertisements for clients
<b>AIDA</b>	<b>abbr.</b> Attention, Interest, Desire, Action - the objective of all advertisements
<b>Benefit</b>	<b>n.</b> advantage of a product or service, usually derived from its features
<b>billboard<sup>US</sup></b>	<b>n.</b> signboard, usually outdoors, for advertising posters; hoarding <sup>UK</sup>
<b>Circulation</b>	<b>n.</b> average number of copies of a magazine sold in a particular period
<b>classified ads</b>	<b>n.</b> small advertisements in magazine or newspaper categorised by subject
<b>commercial</b>	<b>n.</b> paid advertisement on radio or TV
<b>Coupon</b>	<b>n.</b> part of a printed advertisement used for ordering goods, samples etc
<b>double-page spread</b>	<b>n.</b> advertisement printed across 2 pages in a magazine or newspaper
<b>eye-catcher<sup>US</sup></b>	<b>n.</b> something that especially attracts one's attention - <b>eye-catching</b> <b>adj.</b>
<b>Features</b>	<b>n.</b> special characteristics of a product, usually leading to certain benefits
<b>hoarding<sup>UK</sup></b>	<b>n.</b> signboard, usually outdoors, for advertising posters; billboard <sup>US</sup>
<b>Poster</b>	<b>n.</b> large sheet of paper, usually illustrated, used as advertisement
<b>prime time</b>	<b>n.</b> hours on radio & TV with largest audience, esp. the evening hours

Promote	v. to (try to) increase sales of a product by publicising and advertising it
Slot	n. specific time in a broadcasting schedule, when a commercial may be shown
Target	n. objective; what one is aiming at - <b>target audience</b> n.
U.S.P.	<b>abbr.</b> Unique Selling Proposition; what makes a product different from others

## Functional Skill

### A. Understanding Grammar of English

#### Adverbs

Adverbs are words that modify a verb, an adjective and another adverb. Adverbs are words that modify. adverbs often tell when, where, why, or under what conditions something happens or happened.<sup>28</sup>

- Adverb modifies a verb  
He drove slowly. (How did he drive?)
- Adverb modifies an adjective  
He drove a very fast car. (How fast was his car?)
- another adverb  
She moved quite slowly down the aisle. (How slowly did she move?)

Kinds of adverbs:<sup>29</sup>

- Manner: bravely, fast, happily, hard, quickly, well.
- Place: down, here, near, there, up.
- Time: now, soon, still, then, today.
- Frequency: always, never, occasionally, often, twice.
- Sentence: certainly, definitely, luckily, surely.
- Degree: fairly, hardly, rather, quite, too, very.

---

<sup>28</sup> Slamet Riyanto, *The Easy Way to Master English in A few days* (Yogyakarta: Pustaka Pelajar, 2005) h. 3.

<sup>29</sup> A. J. Thomson and A. V. Martinet, *A Practical English Grammar* (Walton street: Oxford University Press, 1986) h. 47.

- g. Interrogative: when?, where?, why?.
- h. Relative : when, where, why.

### Adverb of Manner

Adverbs of manner tell us how something happen. They are usually placed after the main verb or after the object.

The formation of adverbs with -ly.<sup>30</sup>

- a. many adverbs of manner are formed by adding -ly to the corresponding adjectives :

Final → finally

Immediate → immediately

Slow → slowly

Spelling notes:

- Adjective ending y change to i : happy → happily
- Adjective ending e is retained before ly:  
extreme → extremely

Exceptions : true, due, whole become truly, duly, wholly.

- Adjectives ending in a consonant + le drop the e and add y:  
Gentle → gently  
Simple → simply

Note that the adverb of good is well.

- b. Adjectives ending in ly

daily, weekly, monthly etc., kindly and sometimes leisurely can be adjectives or adverbs, but most other adjectives ending in ly, like: friendly, likely, lonely etc., cannot be used as adverbs and have no adverb form. To supply this deficiency we use a similar adverb or adverb phrase.

Likely (adjective) → probably (adverb)

Friendly (adjective) → in a friendly way (adverb)

- c. some adverbs have a narrower meaning than their corresponding adjectives or differ from them.

Coldly, coolly, hotly warmly are used mainly of feelings:

We received them coldly. (in a unfriendly way)

They denied the accusation hotly. (indignantly)

---

<sup>3030</sup>A. J. Thomson and A. V. Martinet, *A Practical English Grammar*, h.

She welcomed us warmly. ( in a friendly way)

But warmly dressed = wearing warm clothes.

d. Adverbs and adjectives with the same form.

Back	hard	little	right
Deep	high	long	short
Direct	ill	low	still
Early	just	straight	much/more/most
Far	late	pretty	well
Enough	kindly	near	wrong
Fast	left		

Used as adverbs	Used as adjectives
Come <b>back</b> soon	The <b>back</b> door
You can dial Rome <b>direct</b>	The most <b>direct</b> route
The train went <b>fast</b>	A <b>fast</b> train
They worked <b>hard</b> (energetically)	The work is <b>hard</b>
An <b>ill</b> -made road	You look <b>ill</b> / <b>well</b>
Turn <b>right</b> here	The <b>right</b> answer
She went <b>straight</b> home	A <b>straight</b> line
He led us <b>wrong</b>	This is the <b>wrong</b> way

e. Starred words above also have ly forms. Note the meanings.

**Deeply** is used chiefly of feeling:

He was **deeply** offended

**Directly** can be used of time or connection

He'll be here **directly**. (very soon)

**Hardly**: he has hardly any money. (very little money)

### Adverb of place

Adverbs that change or qualify the meaning of a sentence by telling us where things happen are defined as adverbs of place.<sup>31</sup> Some instructors refer to these words or phrases as spatial adverbs.

---

<sup>31</sup> Rudy Hariyono, *Complete English Grammar* (Surabaya: Gitamedia Press, 2002) h. 128.

No matter what they are called, these adverbs always answer one important question: Where?

These simple rules for adverbs of place will help you to use them the right way:<sup>32</sup>

- An adverb of place always talks about the location where the action of the verb is being carried out.
- Adverbs of place are normally placed after a sentence's object or main verb.
- Adverbs of place can be directional. For example: *Up, down, around, away, north, southeast*
- Adverbs of place can refer to distances. For example: *Nearby, far away, miles apart*
- An adverb of place can indicate an object's position in relation to another object. For example: *Below, between, above, behind, through, around* and so forth.
- Many adverbs of place indicate movement in a particular direction and end in the letters "-ward or -wards". For example: *Toward, forward, backward, homeward, westward, eastwards onwards*

#### Examples of Adverbs of Place

Each sentence contains an example of an adverb of place; the examples are italicized for easy identification. As you read these examples, you will notice that some of the adverbs of place contain more than one word.

Put the cake *there*.

After a long day at work, we headed *homewards*.

Please bring that book *here*.

My grandfather's house is *nearby*.

Here	there	there
Above	abroad	across
Along	away	back
Everywhere	back	below
Somewhere	down	etc.

#### Adverb of time

---

<sup>32</sup> <http://www.gingersoftware.com/content/grammar-rules/adverb/adverbs-place/> diakses 7 Agustus 2014.

Some adverbs tell us when something happened or will happen. These are usually placed at the very beginning or at the very end of clause or sentence.

These include: *afterwards, later, now, soon, yesterday etc.*

*For example:-*

**Yesterday** all my troubles seemed so far away.

In this sentence *yesterday* shows us when the singers troubles seemed so far away.

Now	today	tonight
Tomorrow	everyday	last week
On Friday	in March	in the morning

### Adverb of frequency

We use some adverbs to describe how frequently we do an activity.

These are called adverbs of frequency and include:

Frequency	Adverbs of Frequency	Example
100%	Always	I always go to bed before 11 pm.
90%	Usually	I usually have cereal for breakfast.
80%	Normally/generally	I normally go to gym.
70%	Often/frequently	I often surf the internet.
50%	Sometimes	I sometimes forget my wife's birthday.
30%	Occasionally	I occasionally eat junk food.
10%	Seldom	I seldom read the newspaper.
5%	Hardly ever/rarely	I hardly ever drink alcohol.
0%	never	I never swim in the sea.

## The Position of the Adverb in a Sentence

An adverb of frequency goes **before** a main verb (except with To Be).

Subject + adverb + main verb
I <b>always</b> <i>remember</i> to do my homework.
He <b>normally</b> <i>gets</i> good marks in exams.

An adverb of frequency goes **after** the verb To Be.

Subject + to be + adverb
They <i>are</i> <b>never</b> pleased to see me.
She <i>isn't</i> <b>usually</b> bad tempered.

When we use an auxiliary verb (have, will, must, might, could, would, can, etc.), the adverb is placed between the auxiliary and the main verb. This is also true for to be.

Subject + auxiliary + adverb + main verb
She <i>can</i> <b>sometimes</b> <i>beat</i> me in a race.
I <i>would</i> <b>hardly ever</b> <i>be</i> unkind to someone.
They <i>might</i> <b>never</b> <i>see</i> each other again.
They <i>could</i> <b>occasionally</b> <i>be</i> heard laughing.

We can also use the following adverbs at the start of a sentence:

Usually, normally, often, frequently, sometimes, occasionally

- Occasionally, I like to eat Thai food.

BUT we **cannot** use the following at the beginning of a sentence:

Always, seldom, rarely, hardly, ever, never.

We use **hardly ever** and **never** with positive, **not** negative verbs:

- She **hardly ever** comes to my parties.



- They **never** say 'thank you'.

We use **ever** in questions and negative statements:

- Have you **ever** been to New Zealand?
- I haven't **ever** been to Switzerland. (The same as 'I have never been Switzerland').

We can also use the following expressions when we want to be more specific about the frequency:

- every day - once a month - twice a year - four times a day - every other week.

### Adverbs of sentence

These modify the whole sentence/clause and normally express the speaker's/narrator's opinion.<sup>33</sup> Dozens of words can be used as sentence adverbs, among them:

Actually	Apparently	Basically
briefly	certainly	clearly
conceivably	confidentially	curiously
evidently	fortunately	hopefully
however	ideally	incidentally
indeed	interestingly	ironically
naturally	predictably	presumably
regrettably	seriously	strangely
surprisingly	thankfully	theoretically
therefore	truthfully	ultimately
wisely.	etc.	

- "*Ideally* a book would have no order to it, and the reader would have to discover his own."
- "*Ironically*, women who acquire power are more likely to be criticized for it than are the men who have always had it."
- "*Apparently*, a democracy is a place where numerous elections are held at great cost without issues and with interchangeable candidates."

---

<sup>33</sup>A. J. Thomson and A. V. Martinet, *A Practical English Grammar*, h.

- "Certainly, travel is more than the seeing of sights; it is a change that goes on, deep and permanent, in the ideas of living."

### Adverbs of degree

Adverbs of degree tell us about the intensity or degree of an action, an adjective or another adverb.<sup>34</sup>

Common adverbs of degree:

**Almost, nearly, quite, just, too, enough, hardly, scarcely, completely, very, extremely.**

**Adverbs of degree are usually placed:**<sup>35</sup>

1. before the adjective or adverb they are modifying:  
e.g. The water was **extremely** cold.
2. before the main verb:  
e.g. He was **just** leaving. She has **almost** finished.

Example:

She doesn't **quite** know what she'll do after university.

They are **completely** exhausted from the trip.

I am **too** tired to go out tonight.

He **hardly** noticed what she was saying.

**Enough, too, very.**

Enough as an adverb meaning 'to the necessary degree' goes *after* adjectives and adverbs.

### Examples

- Is your coffee **hot enough**? (after adjective)
- He didn't work **hard enough**. (after adverb)

It also goes before nouns, and means 'as much as is necessary'. In this case it is not an adverb, but a 'determiner'.

---

<sup>34</sup>[http://www.edufind.com/english/grammar/adverbs\\_degree.php](http://www.edufind.com/english/grammar/adverbs_degree.php)  
diakses 7 Agustus 2014

<sup>35</sup> A. J. Thomson and A. V. Martinet, *A Practical English Grammar* h. 59

## Examples

- We have **enough bread**. (not adverb)
- They don't have **enough food**. (not adverb)

**Too** as an adverb meaning 'more than is necessary or useful' goes *before* adjectives and adverbs, e.g.

- This coffee is **too** hot. (before adjective)
- He works **too** hard. (before adverb)

**Enough** and **too** with adjectives can be followed by '*for someone/something*'.

## Examples

- The dress was big **enough** for me.
- She's not experienced **enough** for this job.
- The coffee was **too** hot for me.
- The dress was **too** small for her.

We can also use '*to + infinitive*' after **enough** and **too** with adjectives/adverb.

## Examples

- The coffee was **too** hot to drink.
- He didn't work hard **enough** to pass the exam.
- She's not old **enough** to get married.
- You're **too** young to have grandchildren!

**Very** goes before an adverb or adjective to make it stronger.

## Examples

- The girl was **very** beautiful. (before adjective)
- He worked **very** quickly. (before adverb)

If we want to make a negative form of an adjective or adverb, we can use a word of opposite meaning, or **not very**.

## Examples

- The girl was ugly ( The girl was ~~not very~~ beautiful)
- He worked slowly ( He didn't work ~~very~~ quickly.)

There is a big difference between **too** and **very**.

- **Very** expresses a **fact**:  
He speaks ~~very~~ quickly.
- **Too** suggests there is a **problem**:  
He speaks ~~too~~ quickly (*for me to understand*).

## Interrogative adverbs

Adverbs which are used for asking questions are called **interrogative adverbs**. There are several different kinds of interrogative adverbs.<sup>36</sup>

### Interrogative Adverbs of Time

Examples are: **when, how long, how early, how soon** etc.

**When** will you finish this job?

**How long** will you stay here?

**How often** do you visit them?

**How soon** can you begin work?

### Interrogative adverbs of Place

**Where** do you live?

**Where** has she come from?

**Where** can I find him?

### Interrogative adverbs of number

Examples are: **how many, how often, how much**

**How many** students are there in the class?

**How often** does the committee meet?

### Interrogative adverb of manner

Examples are: **how**

**How** did you arrive at the conclusion?

**How** are you doing?

**How** was the experience?

**How** did you do it?

---

<sup>36</sup> <http://www.englishpractice.com/improve/interrogative-relative-adverbs/> diakses 7 Agustus 2014

### **Interrogative adverbs of degree or quantity**

Examples are: **how much, how far, how high** etc.

**How much** did you pay?

**How far** can you go?

**How much more** do you want?

### **Interrogative adverbs of reason**

Example: **why**

**Why** are you crying?

**Why** did you quit?

**Why** do you hate her?

**Why** do you want to go there?

### **Relative adverbs**

A **relative adverb** is an adverb which introduces a relative clause. The English relative adverbs are: **where, when, how, whenever** and **wherever**.

The house **where** I live in is very small.

I will never forget the day **when** I met Jane.

Susie takes her cell phone **wherever** she goes.

I read books **whenever** I get time.

## **B. Understanding Verbal of English**

### **Talking About Your Job**

**Jack** : Hi Peter. Can you tell me a little bit about your current job?

**Peter** : Certainly What would you like to know?

**Jack** : First of all, what do you work as?

**Peter** : I work as a computer technician at Schuller's and Co.

**Jack** : What do your responsibilities include?

**Peter** : I'm responsible for systems administration and in-house programming.

**Jack** : What sort of problems do you deal with on a day-to-day basis?

**Peter** : Oh, there are always lots of small system glitches. I also provide information on a need-to-know basis for employees.

**Jack** : What else does your job involve?

- Peter** : Well, as I said, for part of my job I have to develop in-house programs for special company tasks.
- Jack** : Do you have to produce any reports?
- Peter** : No, I just have to make sure that everything is in good working order.
- Jack** : Do you ever attend meetings?
- Peter** : Yes, I attend organizational meetings at the end of the month.
- Jack** : Thanks for all the information, Peter. It sounds like you have an interesting job.
- Peter** : Yes, it's very interesting, but stressful, too!
- ( source: [http://esl.about.com/od/businessenglishdialogues/a/d\\_talkjob.htm](http://esl.about.com/od/businessenglishdialogues/a/d_talkjob.htm))

## Writing activity

### How to write a letter of application for a job

Here are some steps to write a letter of application for a job:<sup>37</sup>

#### Part I. Basics

- **Begin by adding your contact information at the top.** Have your letter developed with a letterhead. This will ensure that the hiring company can reply to you. This should include your whole address and phone number(s), emails, twitter account and even LinkedIn address whenever possible.
- Write the name of the employer to whom you are applying for the job, include the address.
- Write the date of the letter.
- Write the name of the person to whom you are writing.

#### Part II. The content of the letter

- State the position to which you are applying so that the employer knows for certain. Explain where you found the advertisement too, such as in newspaper, via a job site or through a friend who work there, etc.

---

<sup>37</sup><http://www.wikihow.com/Write-a-Letter-of-Application-for-a-Job>  
diakses 10 Agustus 2014.

- Begin the letter by telling the employer why you want the job. Also explain why the job would be suitable for you. Do not forget to mention if the company is leader in its industry and that it will make good progress by adding you to their team.
- The next paragraph, summarize your strengths and any particular qualifications or experience that would be considered relevant to the post. Refer to your CV for more explanations of your qualifications and skills.
- Include the most relevant aspects of your career in the next paragraph.

### Part III. Finishing up the letter

- Finally, explain how you think can contribute to the company and help it become successful.
- If they are to contact you, at the bottom of the letter, but before your closing and signature, write *I look forward to hearing from you at earliest convenience.*
- End appropriately, use your sincerely and faithfully,
- Sign and write your name underneath.

Example I :

[Month/Day/Year]

[Name of Company Applying To]

Attn: [Full Name of Hiring Manager]

[Street Address]

[City/State/Zip]

[Your Full Name]

[Street Address]

[City/State/Zip]

Phone: [Your Phone Number]

Email: [Your Email Address]

Dear. Mr./Mrs./Ms. [Last Name of Hiring Manager] (or) To whom it may concern,

I am writing to you to express my interest in the [Title of Position Applying For] position currently available at [Company Name]. I

believe that I am an excellent fit for this position, [state your reason for being a good fit for the position.]

In the job description for the position that Acme Investments posted, there were some requirements that stood out to me.

- [List job requirements that you can relate to your background experience.]

[Add a paragraph or two to briefly describe your background and how it relates to the job requirements for the position to which you are applying.]

I believe that after you have reviewed my application and resume you will see that I possess an excellent skill set which matches your requirements perfectly. If you have any further questions or require additional documentation, please feel free to contact me. Thank you for your time and consideration.

Respectfully,

[Your Signature]

[Your Full Name]

(source : <http://www.wikihow.com/Write-a-Letter-of-Application-for-a-Job>)

#### Example II:

uly 23, 2013

Acme Investments, Inc.

Attn: Thomas Burgin

4634 W. Industrial Dr., Ste. 24

Houston, TX 45987

Harold Waybird

586 Main St.

Brighton, TX 45965

Phone: (555) 555-1212

Email: hwaybird@email.com

Dear. Mr. Burgin,

I am writing to you to express my interest in the Office Manager position currently available at Acme Investments, Inc. I believe that I am an excellent fit for this position, given my extensive background in office management and administration. I believe that the Office



Manager is the driving force of a businesses support team, and I know that my skills and qualifications prove my ability to fill that role. In the job description for the position that Acme Investments posted, there were some requirements that stood out to me:

- Must possess the ability to support a busy office by maintaining office systems and managing staff
- Required to manage office efficiency through support of systems and staff, setting clear objectives, and completing tasks with a deadline
- Exceptional professional interpersonal skills a must, as the right candidate will be interfacing with company staff, clients, and partners on a daily basis

In my previous role, I successfully supported an office of over 100 people. I have always had a natural ability to work well with people, help customers, and mesh with with office staff. I understand that good interpersonal skills allow for a more comfortable and cohesive office environment.

I believe that after you have reviewed my application and resume you will see that I possess an excellent skill set which matches your requirements perfectly. If you have any further questions or require additional documentation, please feel free to contact me. Thank you for your time and consideration.

Respectfully,  
Harold Waybird

(source : <http://www.wikihow.com/Write-a-Letter-of-Application-for-a-Job>)

## UNIT 7

### Reading

#### A. Reading Comprehension

##### Calculating National Income

National income is calculated by three methods. These include the *expenditure method*, the *production method*, and the *income method*.

##### **Expenditure Method**

Under the expenditure method, national income is calculated by summing up expenditures incurred for different types of goods and services. Both private individuals and government incur expenditure for production and consumption of goods and services. As per the expenditure method, national income is the sum total of government expenditure and individual expenditure.

##### **Production Method**

The production method of national income calculation gives an idea about total production of goods and services in an economy during a particular financial year. Under this method, economic activities of a country are divided into three major sectors: Primary, secondary, and tertiary. The production of goods and services of different units under each of these sectors is then calculated separately. National income is the sum total of production of all these sectors.

##### **Income Method**

Under the income method, national income is calculated as the sum total of factor income obtained by different factors of production. Land, labor, capital and organization are considered to be the four major factors of production. As per income method, national income is obtained by horizontal summation of rewards received by these four factors of production that include rent for land, wages given to labors, interest on capital, and profit of organization.

(Source: [http://en.wikipedia.org/wiki/Measures\\_of\\_national\\_income\\_and\\_out\\_put](http://en.wikipedia.org/wiki/Measures_of_national_income_and_out_put))

## **B. Vocabulary**

### **National income accounting**

A system that collects macroeconomic statistics on production income, investment and savings.

### **Gross domestic product**

The dollar value of all final goods and services produced within a country's borders in a given year

### **Intermediate goods**

Goods used in the production of final goods

### **Durable goods**

goods that last for a relatively long time, such as refrigerators, cars, and DVD players

### **Nondurable goods**

goods that last a short period of time, such as food, light bulbs and sneakers

### **Nominal gross**

Domestic product measured in current prices; does not account for price level increases from year to year

### **Price level**

the average of all prices in the economy

### **Aggregate supply**

The total amount of goods and services in the economy available at all possible price levels

### **Aggregate demand**

The amount of goods and services in the economy that will be purchased at all possible price levels

### **Expenditure Approach**

A method of calculating GDP that totals annual expenditures on 4 categories of final goods and services.

### **Income Approach**

A method of calculating GDP that calculates GDP by adding up all the incomes in the economy.

### **GDP (Gross Domestic Product)**

(Source: <http://www.quia.com/jg/1229887/list.html>)

## Functional Skill

### A. Understanding grammar of English

#### Preposition

Prepositions are words that help link either the noun, or the pronoun with another word in the sentence in order to describe their relationship. They help to understand the connection between the two words.<sup>38</sup> Prepositions are the words that indicate location in place and time. Usually, prepositions show this location in the physical world.

#### Prepositions of Time: *at*, *on*, and *in*

A preposition of time helps to link the noun, or pronoun with a time value. It functions as an indicator as to what point of time did an event occur, was supposed to occur, will occur, etc.<sup>39</sup> They are also called prepositions of date sometimes. For example: He was here at five in the evening.



For example:

<sup>38</sup> <http://www.buzzgle.com/articles/examples-of-prepositions.html> diakses 10 Agustus 2014.

<sup>39</sup> George E. Wishon and Julia M. Burks, *Let's Write English* (New York: Litton Educational Publishing International, 1980), h. 288.

We use *at* to designate specific times.

The train is due at 12:15 p.m.

We use *on* to designate days and dates.

My brother is coming on Monday.

We're having a party on the Fourth of July.

We use *in* for nonspecific times during a day, a month, a season, or a year.

She likes to jog in the morning.

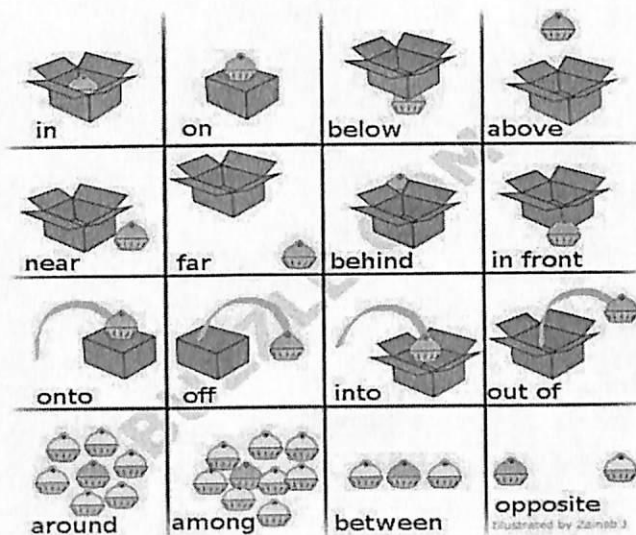
It's too cold in winter to run outside.

He started the job in 1971.

He's going to quit in August.

### Prepositions of Place: *at*, *on*, and *in*

Prepositions of place, as the name suggests, link the noun/pronoun with a particular place or spot. These are also called prepositions of location or position.<sup>40</sup>



<sup>40</sup> Endang Susilowati, *General English Materials for Health Student* (Jakarta; Penerbit Buku Kedokteran, 2007), h. 47.

For example:

The cat was sitting under the table.

We use *at* for specific addresses.

Grammar English lives at 55 Boretz Road in Durham.

We use *on* to designate names of streets, avenues, etc.

Her house is on Boretz Road.

And we use *in* for the names of land-areas (towns, counties, states, countries, and continents).

She lives in Durham.

Preposition	Use	Examples
Above	higher than	The picture hangs above my bed.
Across	from one side to the other side	You mustn't go across this road here. There isn't a bridge across the river.
After	one follows the other	The cat ran after the dog. After you.
Against	directed towards	The bird flew against the window.
Along	in a line; from one point to another	They're walking along the beach.
Among	in a group	I like being among people.
Around	in a circular way	We're sitting around the campfire.
Behind	at the back of	Our house is behind the supermarket.
Below	lower than	Death Valley is 86 metres below sea level.
Beside	next to	Our house is beside the supermarket.
Between	sth./sb. is on each side	Our house is between the supermarket and the school.
By	Near	He lives in the house by the river.
close to	Near	Our house is close to the

		supermarket.
Down	from high to low	He came down the hill.
From	the place where it starts	Do you come from Tokyo?
in front of	the part that is in the direction it faces	Our house is in front of the supermarket.
inside	opposite of outside	You shouldn't stay inside the castle.
Into	entering	You shouldn't go into the castle.
near	close to	Our house is near the supermarket.
next to	Beside	Our house is next to the supermarket.
Off	away from	The cat jumped off the roof.
Onto	moving to a place	The cat jumped onto the roof.
Opposite	on the other side	Our house is opposite the supermarket.
out of	leaving	The cat jumped out of the window.
Outside	opposite of inside	Can you wait outside?
Over	above	The cat jumped over the wall.
Past	going near	Go past the post office.
Round	in a circle	We're sitting round the campfire.
Through	going from one point to the other point	You shouldn't walk through the forest.
To	towards	I like going to Australia. Can you come to me? I've never been to Africa.
Towards	in the direction of	We ran towards the castle.
Under	below	The cat is under the table.
Up	from low to high	He went up the hill.

## Prepositions with Nouns, Adjectives, and Verbs.

Prepositions are sometimes so firmly wedded to other words that they have practically become one word. This occurs in three categories: nouns, adjectives, and verbs.<sup>41</sup>

### Noun + Preposition

approval of	fondness for	need for
awareness of	grasp of	participation in
belief in	hatred of	reason for
concern for	hope for	respect for
confusion about	interest in	success in
desire for	love of	understanding of

### Adjective + Preposition

afraid of	fond of	proud of
angry at	happy about	similar to
aware of	interested in	sorry for
capable of	jealous of	sure of
careless about	made of	tired of
familiar with	married to	worried about

### Verb + Preposition

apologize for	give up	prepare for
ask about	grow up	study for
ask for	look for	talk about
belong to	look forward to	think about
bring up	look up	trust in
care for	make up	work for
find out	pay for	worry about

---

<sup>41</sup>George E. Wishon and Julia M. Burks, *Let's Write English*, h. 208.



## B. Understanding Verbal of English

### Talking to Someone on the Bus

**Linda** : It's a good day for a long ride.

**Maggie**: Yes. It's perfect. I love to read while travelling.

**Maggie**: I'm Maggie. I'm from New York.

**Linda** : So, you like reading? What do you like read?

**Maggie**: Yes, I like history, astrology, palmistry and all related stuff.

**Linda** : Oh! That's really interesting. Can you also read palms?

**Maggie**: No, no! I wouldn't dare. I just like the subject. And you?  
What are your interests?

**Linda** : I like photography and travelling.

**Maggie**: Great! I want to travel to Egypt and India one day.

**Linda** : I've been to India. Based on what you just told me, I believe you'll love it there.

**Maggie**: Yes! So do I!

( source; <http://twominenglish.com/video/144-Talking-About-Hobbies-Fun-with-English.html>)

### Writing Activity

Write a letter based on the cues given. Arrange the cues in correct word order to make complete sentences.

1. Last – was – receive – to – I – delighted – your – of – with – news – the – promotion – your – letter.
2. Is – with – general manager – of – big – lots – a – responsibility – job
3. For – know – right – you – the – just – person – I – it – are
4. Should – the company – choosing – for – congratulated – you – be
5. Work – someday – good – president – and – will be – keep up – you – the – the company – of
6. When – don't – be – happens – it – surprised
7. Work – recognized – your – continue – will – hard – to be

## UNIT 8

### Reading

#### A. Reading Comprehension

##### Tips to Succeed in Your Career

Because the world has become so competitive, you will have to do your best to secure your share of success. The following are tips to get you ahead in your career.

##### **a. Priorities and goals**

What are your priorities of the day? Make a list and of your priorities and plan your day. The tasks of the day must be outlined with the most important and urgent ones on top.

Likewise determine your short-term and long-term goals and evaluate your progress frequently.

##### **b. Be focused**

Are you really present physically and mentally. Try to block out all distractions so that you have the time to truly focus on your tasks and career.

##### **c. Broaden your skills**

Nothing remains the same and so do job requirements. Update your knowledge and skills. Seek improvement of your know-how. Attend seminars, conferences, read books, be an eternal learner.

##### **d. Socialize**

Be ready to participate in social functions. Be open to new acquaintances. Meet new people and deal with them respectfully and enthusiastically. Be an active listener; you will surely learn something new...

##### **e. Know your merits**

Know your strengths and weaknesses. If you think you deserve a position or promotion, claim it.

##### **f. Accept challenge**

Through challenge you will reach areas of your personality you have never discovered before. It is a good idea to step away from

your comfort zone to explore new horizons. If you settle into a routine and play it safe all the time, you will never get ahead in your career. 'If you always do what you've always done, you'll only get what you've already got

**g. Communication**

Learn to communicate effectively. Listen to what others are saying and focus on how to give and receive constructive feedback, to persuade effectively and to ask for help and collect information.

**h. Avoid gossip**

Avoid office gossip about colleagues and the boss. Be respectful and work for the good of the company.

**j. Relax**

Relax and do something different, a hobby that you love doing. Take time off for yourself. This will help boost your productivity during week days.

**k. Seek satisfaction**

If you are disappointed with what you are doing, try to transform it into something you love. If you fail, it might be a good idea to do something different. As Confucius said: *'Choose a job you love, and you will never have to work a day in your life.'*

(Source: [http://www.myenglishpages.com/site\\_php\\_files/reading-tips-for-career-success.php#.U-2hCcW5xAJ](http://www.myenglishpages.com/site_php_files/reading-tips-for-career-success.php#.U-2hCcW5xAJ))

## **B. Vocabulary**

Match these following words with the definition at these sentences below

ATM	bank balance
bank charges	bounce
cash	cash a check
checkbook	credit
credit card	debit

1. A small plastic card which can be used as a method of payment, the money being taken from you at a later time.
2. (a record of) money taken out of a bank account.

3. money in your bank account or a method of paying for goods or services at a later time, usually paying interest as well as the original money.
4. a printed form, used instead of money, to make payments from your bank account
5. a book of checks / cheques with your name printed on them which is given to you by your bank to make payments with.
6. to exchange a check for cash
7. money in the form of notes and coins, rather than checks or credit cards
8. when a check cannot lack of money be paid or accepted by a bank because of a in the account
9. sums of money paid by a customer for a bank's services.
10. abbreviation of Automated Teller Machine: a machine, usually in a wall outside a bank, from which you can take money out of your bank account using a special card

## Functional Skill

### A. Understanding Grammar of English

#### Conjunction

Conjunction are words or phrases which are used to combine nouns, adjectives, adverbs. Verbs. They can also be used to show something:<sup>42</sup>

- a. addition (and)
  - Her mother cooked meal and served it.
  - The rich man invited him for lunch and gave him some money.
- b. continuation (and then)
  - My sister cooked the dinner and then served it on the table.
- c. choice (or)
  - You can use this room or that one

---

<sup>42</sup>Endang Susilowati, *General English Material for Health student* (Jakarta: Penerbit Buku Kedokteran EGC, 2005), h. 51.

- He may come to see me in the office today or the day after tomorrow.
- d. result (so)
  - Father couldn't get a taxi, so he took a bus.
  - I couldn't get a ticket, so I cancel my departure
- e. reason (for)
  - We decided to stay in a hotel, for we could afford it.
  - He didn't join his friend, for he didn't have enough money to go.
- f. contrast (but/yet)
  - I had explained the lesson twice, yet/but he didn't understand.
  - I offered him to join us, but/yet he refused my offer

Think of them as gluing words. They glue words, phrases, and clauses together. If you would like to have your friend bring music and snacks to your party, it's pretty hard to do it without a conjunction.

You could say, "Bring music. Bring snacks."

But it's more efficient to say, "Bring music and snacks." And it's more polite to say, "Please bring music and snacks." :)

- Words: *silver and gold*
- Phrases: *over the river and through the woods*
- Clauses: *Marianne planted a flower, and she watched it grow.*

All conjunctions perform the same basic function (gluing things together), but there are three types of conjunctions:

- a. Coordinating conjunction
- b. Subordinating Conjunction
- c. Correlative Conjunctions<sup>43</sup>

#### ad. a. Coordinating conjunction

There are only seven of these!

**for, and, nor, but, or, yet, so**

Some people remember these with the acronym FANBOYS. They

<sup>43</sup>

<http://www.english-grammar-revolution.com/what-is-a-conjunction.html> diakses 10 Agustus 2014.

glue together sentence elements that are the same.

Two words: *pie or cake*

Two phrases: *in the car or on the bike*

Two independent clauses: *You must study, or you won't learn grammar.*

#### ad. b. **subordinating conjunction**

These conjunctions glue dependent adverb clauses to independent clauses. The most common subordinating conjunctions in the English language include *after, although, as, as far as, as if, as long as, as soon as, as though, because, before, "even if", even though, "every time" if, in order that, since, so, so that, than, though, unless, until, when, whenever, where, whereas, wherever, and while*.

A dependent adverb clause is group of words with a subject and a verb that functions as a single adverb. They are introduced by subordinating conjunctions.

#### Subordinating Conjunctions (Adverb Clauses)

*unless you are allergic*

*whenever I see your cat*

*since you are coming*

Those are not complete sentences. They all have subjects (*you, I, you*) and verbs (*are, see, are coming*), but since they cannot stand alone, they are subordinate clauses. An independent clause is also a group of words with a subject and a verb. But, unlike a subordinate clause, an independent clause can stand alone.

#### Independent Clauses

*I will bring my cat.*

*I sneeze.*

*I won't bring my cat.*

These are all complete sentences. They all have subjects (*I*), verbs (*will bring, sneeze, won't bring*), and they can stand alone.

Subordinating conjunctions let us join subordinate adverb clauses with independent clauses.

*I will bring my cat unless you are allergic.*

*Whenever I see your cat, I sneeze.*

*Since you are coming, I won't bring my cat.*

#### ad. **Correlative conjunction**

Correlative conjunctions are used in pairs (*either...or, both...and*), but they have the same function as coordinating conjunctions. That

means that they join things that are the same.

*Both David and I are allergic to cats.*

*Either Mom or Dad will pick you up.*

**Correlative conjunctions** work in pairs to join words and groups of words of equal weight in a sentence. There are six different pairs of correlative conjunctions:

- either...or
- not only...but (also)
- neither...nor
- both...and
- whether...or
- just as...so

Examples:

- You **either** do your work **or** prepare for a trip to the office.
- **Not only** is he handsome, **but** he is **also** brilliant.
- **Neither** the basketball team **nor** the football team is doing well.
- **Both** the cross country team **and** the swimming team are doing well.
- **Whether** you stay **or** you go, it's your decision.
- **Just as** many Americans love basketball, **so** many Canadians love ice hockey.

## B. Understanding Verbal of English

### Grocery Shopping

Grocery shopping is something commonly done when replacing or refilling things needed around the house. The steps involved include figuring out what you need and making a list, making a decision on when and where to go, and then the actual process of shopping at the grocery store. Below we will look at each section and the questions/answers associated with each.

#### Preparation

Preparation is the time for decision making. You will need to decide on making a list of what to buy, where to take coupons and the

possibility of planning meals just to name a few

Here are some questions commonly used when preparing to grocery shop.

"Should we make a list first before we go?"

"Should we check the newspaper for coupons?"

"Should we plan out our meals for the week?"

"Should we check in the fridge for anything that has expired?"

If you are asked any of these questions, here are ways that you could respond

"Yes, I think making a list would save us time once we are there."

"I have been making a list this week as I noticed we needed things. Take a look and see if anything needs to be added"

"I will get Sunday's newspaper to look for coupons."

"That's ok. They usually have coupons at the store we can use."

"I think planning our meals would be smart. That way we know exactly what we need".

"I don't think we need to plan our meals. Let's just make a list of things we need and we can cook whatever we have."

"Yes we should check the dates on what we have. That way if anything is expired we can replace it."

"I think most of what we have is ok. We don't need to check the expiration dates."

(source: <http://www.talkenglish.com/LessonDetails.aspx?ALID=203>)

## Writing Activity

- A. List the coordinate conjunctions in the following paragraph and write the elements that they join after them in parentheses.

And (Erick is sixteen years old, he is a junior in high school).

Erick is sixteen years old, and he is a junior in high school. He is interested in physics and in baseball. he is a good student, but he finds time to go to the teen club on Friday nights and to keep up with the latest popular song. He has never seen many of the things his



parents grew up with. He has no idea how butter is made or where veal comes from. Vegetables and fruits are brought home from supermarket in bags and packages; he wouldn't know the difference between a potatoes plant and a plum tree. His parents are always a little shocked to realize these facts. They know he has not lived through an economic depression or a world war, but they usually expect him to understand and adopt their attitudes and values. They are sometimes surprised by his failure to do so, and they have to try very hard to see the world through his eyes.

**B. List the correlative conjunctions in the following paragraph and write the elements that they join after them in parentheses.**

Neither ..... nor (spaceships, astronauts)

Thirty years ago. People knew about neither spaceships nor astronauts. They were fascinated by a machine called the automobile, and they were nervous about flying in airplanes. Gradually both automobile and airplane become commonplace. The coming of jet cause a small sensation, but soon people got used to them too. Today, we are accustomed not only to satellites being launched from the earth and put into orbit, but also to astronauts spending several days in space. Astronauts have even landed on the moon. Parents of the past worried about airplanes. Parents of today may either have to accept space travel for their children or make themselves and their children unhappy.

**C. Combine the following sentences using the conjunction given. Write the sentences in paragraph form.**

(but) Bees are not normally dangerous insects. Some caused considerable damage in South America.

Bees are not normally dangerous insects, but Some caused considerable damage in South America.

1. (but) A beekeeper brought twenty ferocious African queen bees to

South America. He made a terrible mistake.

2. (and) He thought they would mix with his tame bees. A better breed would be produced.
3. (either.....or) they killed the tame bees. Their interbreeding produced only killer bees.
4. (neither.... Nor) the bees could be handled safely. Their honey could be harvested.
5. (for) they ran wild and increased in number. They were a dangerous to control.
6. (not only..... but also) These bees invanded the cities. They stung anything they could find when attempts were made to kill them.
7. (both ..... and, so ,or) Animal were killed by them. People were killed by them. They all had to be destroyed somehow. The cities would not safe.
8. (for) the price honey rose 400%. It was difficult to extract.
9. (but) Entomologists were faced with a serious problem. They tried to find the means of solving it.
10. (not only..... but also) They tried biological experiments. They used agricultural and environmental efforts.



## UNIT 8

### Reading

#### A. Reading Comprehension

##### Recession

**Recession** is a period of reduced economic activity. It is a business cycle contraction typically characterized by a decline in GDP (Gross Domestic Product). Recession is generally accompanied by a drop in the stock market, an increase in unemployment, and a decline in the housing market.

By contrast, **depression** is a sustained, long-term downturn in economic activity in one or more economies. A depression is a more severe downturn than a recession, which is seen by some economists as part of the modern business cycle. The latter refers to fluctuations that occur around a long-term growth trend, and typically involve shifts over time between periods of relatively rapid economic growth (an expansion or boom), and periods of relative stagnation or *decline* (a contraction or recession)

During recessions, many macroeconomic indicators vary in a similar way. Production, as measured by gross domestic product, employment, investment spending, capacity utilization, household incomes, business profits, and inflation all fall, while bankruptcies and the unemployment rate rise.

Recessions generally occur when there is a widespread drop in spending, often following an adverse supply shock or the bursting of an economic bubble (also called speculative bubble). Governments usually respond to recessions by adopting expansionary macroeconomic policies, such as increasing money supply, increasing government spending and decreasing taxation.

(Source: [http://www.myenglishpages.com/site\\_php\\_files/reading-great-depression.php#U-2fM8WSxAI](http://www.myenglishpages.com/site_php_files/reading-great-depression.php#U-2fM8WSxAI))

## B. Vocabulary

### **Recession**

refers to two or more consecutive quarters of negative economic growth

example

*The current recession has created an increase in unemployment.*

### **Collateralized Debt Conditions**

Also called CDOs. These are securities backed by a variety of fixed income assets, usually packages of mortgages.

Example

*When the subprime crisis broke out, many mortgage-backed CDOs became toxic.*

### **credit crunch**

refers to a situation where banks reduce the availability of loans or credits to customers due to the fear of not being repaid.

Example

*The credit crunch has laid banks to tighten the conditions required to get a credit.*

### **economic meltdown**

a severe and often sudden deterioration of financial institutions and assets resulting in huge financial loss.

Example

*This economic meltdown is the worst economic crisis since the stock market crash in 1929.*

### **financial bailout**

financial assistance to business institution to avoid their collapse.

example

*The US government has decided to fund a bailout of the banking industry.  
Banks have been bailed out by the government.*

### **Mortgage**

It is a loan secured by real property.

Example

*Banks usually give mortgage loans under certain conditions.*

### **Regulate**

to regulate the market means to control and supervise it.

Example

*Many people think that governments should regulate markets so that markets would be free of fraud, manipulation, and illegal speculations.*

### **Speculate**

to buy or sell securities, property, etc., in the hope of deriving considerable capital gains

example

*Investors become speculators when they purchase a stock with the sole purpose of selling it to someone else at a higher price.*

### **Securities**

They are certificates of ownership of stock, bonds, or other financial assets.

Example

*Two examples of securities in the stock market are stocks and bonds.*

### **Securitization**

This refers to the process of transforming assets into securities, assigning them a value and being traded

Example

*The securitization of subprime mortgages led to the credit crunch.*

### **subprime mortgage**

a housing loan given to people with poor credit histories.

Example

*They are really poor. Because of their low credit rating, they can only qualify for a subprime mortgage.*

### **toxic assets**

these refer to a kind of high-risk debts that are unlikely to be paid back to lenders.

Example

*The banks that owned toxic assets were unable to resist their collapse.*

### **Troubled Assets Relief Program**

Also referred to as TARP. It is a plan devised by the US government to buy toxic assets to strengthen the financial sector.

Example

*TARP has been criticized by many people because of the massive cost and the behavior of the banks.*

(source : [http://www.myenglishpages.com/site\\_php\\_files/reading-great-depression.php#U-2fM8WSxAI](http://www.myenglishpages.com/site_php_files/reading-great-depression.php#U-2fM8WSxAI))

## Functional Skill

### A. Understanding Grammar of English

#### Interjection

Interjections are words used to express strong feeling or sudden emotion. They are included in a sentence - usually at the start - to express a sentiment such as surprise, disgust, joy, excitement or enthusiasm.<sup>44</sup> An interjection is not grammatically related to any other part of the sentence.

An Interjection is a big name for a little word. Interjections are short exclamations like *Oh!*, *Um* or *Ah!* They have no real grammatical value but we use them quite often, usually more in speaking than in writing.<sup>45</sup> When interjections are inserted into a sentence, they have no grammatical connection to the sentence. An interjection is sometimes followed by an exclamation mark (!) when written.

Examples:

- *Hey!* Get off that floor!
- *Oh*, that is a surprise.
- *Good!* Now we can move on.
- *Jeepers*, that was close.

#### Yes and No

Introductory expressions such as yes, no, indeed and well are also classed as interjections.

Examples:

- *Indeed*, this is not the first time the stand has collapsed.
- *Yes*, I do intend to cover the bet.
- I'm sure I don't know half the people who come to my house.  
*Indeed*, for all I hear, I shouldn't like to. (Oscar Wilde)
- *Well*, it's 1 a.m. Better go home and spend some quality time with the kids. (Homer Simpson)

---

<sup>44</sup> <http://www.grammarmonster.com/lessons/interjections.htm>  
diakses 10 agustus 2014

<sup>45</sup> <https://www.englishclub.com/grammar/interjections.htm> diakses  
10 Agustus 2014

## Phew!

Some interjections are sounds.

Examples:

- *Phew!* I am not trying that again.
- *Humph!* I knew that last week.
- *Mmmm*, my compliments to the chef.
- *Ah!* Don't say you agree with me. When people agree with me, I always feel that I must be wrong. (Oscar Wilde)

## Identifying Interjections

Now that you've looked at a list of interjections, practice identifying them in these ten sentences:

1. Yowza! That is a fine looking car.
2. Hurray! It is a snow day and school is cancelled.
3. It is so exciting, my goodness, I just can't believe it.
4. Joe was late to school and yikes, the teacher was mad.
5. Oh! I can't believe how nice you look.
6. Well, gee, that sure is a kind thing to say.
7. Boo! I scared you.
8. Woops, I dropped the milk and it spilled.
9. Yay, it is finally Friday and the work week is over.
10. Oh well, all good things must come to an end.

## Answers to Identifying Interjections:

1. Yowza! That is a fine looking car: Yowza is the interjection here. It is expressing the emotion of being quite impressed with the car.
2. Hurray! It is a snow day and school is cancelled Hurray is the emotion here. Clearly, it is expressing happiness.
3. It is so exciting, my goodness, I just can't believe it. My goodness is the interjection here, expressing excitement.
4. Joe was late to school and yikes, the teacher was mad. Yikes is the emotion being expressed here.
5. Oh! I can't believe how nice you look. Oh, the interjection, acts as a classic interjection at the beginning of a sentence. It is offset by its exclamation point.



6. Well, gee, that sure is a kind thing to say. Here, we have two interjections: well and gee.
7. Boo! I scared you. Boo is the rather obvious (and scary) interjection in this sentence.
8. Woops, I dropped the milk and it spilled. Woops is the interjection used to express the error.
9. Yay, it is finally Friday and the work week is over. Yay is another interjection that expresses the emotion of happiness, just as hurray did in sentence #2.
10. Oh well, all good things must come to an end. Oh well is the emotion here, an interjection with a tinge of resignation.

## B. Understanding verbal of English

### Bank and Money

Banking, money management and investments are all important areas when talking about what do with your money. There are a lot of decisions to be made from choosing a bank to investments. Being knowledgeable and being able to discuss different areas in English will help you to feel more comfortable when making decisions about what to do with the money you earn. Below we will look at different ways of handling the decision making process.

#### Where to Bank

Deciding where to bank/open an account, can be as easy as using a credit union associated with your work of employment to comparing different banks and what they offer as incentives for customers. You may also take recommendations from family, friends or co-workers.

Here are some questions commonly used when discussing which banks to consider.

"Is it important that they offer internet and telephone banking?""How important is location and accessibility?"

"Will you need a safe deposit box?"

"Is free checking important to you?"

"Are free withdrawals from an ATM important?"

"Is reputation of the bank important to you?"  
If you are asked any of these questions, here are ways that you could respond.

"Yes, internet and telephone banking is important. I work late hours and have a hard time going during their normal business hours."

"Not really, I do not feel comfortable doing money transactions on the internet."

"Location is really important. I like to visit my bank on a regular basis."

"Location is not that important since I do most of my banking online."

"I will not need a safe deposit box."

"I have some valuables that I do not feel comfortable having at my home so yes, I will need a safe deposit box."

"Of course free checking is important. I do not want to be charged for writing checks."

"Free checking is not really important, I really do not write checks."

"Free withdrawals are very important. I use the ATM machines all the time."

"I prefer not to use the ATM card so it's not that important to me."

"The banks reputation is important to me. I want to feel comfortable with where my money is."

"I thought all banks were the same. It does not matter to me."

### **Investing**

Investing is to commit money or capital in order to gain a financial return. There are many ways to invest and spend your money. Since there are risks involved with investing, become knowledgeable yourself and possibly seeking out advice from a professional.

Here are some possible questions to ask when talking about investments.

"Can you tell me about bonds?"

"Can you give me more info on stocks and the stock market?"

"Can you give me information on mutual funds?"

"How long has this company been in business?"

"What am I investing in?" - "How risky is the investment?"

"When can I access my money?" - "Are there any fees?"

(Source: <http://www.talkenglish.com/LessonDetails.aspx?ALID=210>)

## Writing Activity

### Making an insurance claim

#### Be prepared – keep good record

prepared means you keep everything you need to hand just in case you need to make a claim. This means keeping receipts for the things that are insured, and keeping your policy documents somewhere safe. If you've insured valuable objects it's a good idea to take photographs showing their condition

#### Your claim in step by step:<sup>46</sup>

##### Step 1 – Report it

If you're claiming for something that has been stolen or vandalised, you should always report the incident to the police before doing anything else. Most policies have time limits for you to report things to the police so do it straight away

##### Step 2 – Check your policy

The next step is so make sure you're covered for whatever has happened, and then check if there is a procedure you need to follow. Say you have a burst pipe and you need it fixed right away. Some policies state that you have to use a workman approved by the insurance company. Don't just call your usual plumber – look at your policy, check you're covered for burst pipes, and then get someone out to fix it who meets the criteria set out in your policy. Sometimes the insurance company will make all the arrangements for you

##### Step 3 – Find all the documentation

Having everything to hand makes the whole process go more smoothly. You'll need:

- your policy document

---

<sup>46</sup> <https://www.moneyadviceservice.org.uk/en/articles/making-an-insurance-claim> diakses 10 Agustus 2014.

- receipts for anything stolen or damaged
- reference numbers – for example if you filed a police report

#### **Step 4 – Get the facts straight**

Be clear about exactly what happened so you can tell your story factually and consistently with no missing details or exaggeration. It's often best to write it down

Make sure you know:

- times and dates
- details of everyone involved (the other party in a car crash, perhaps, or the plumber that fixed your burst pipes)
- exactly what happened
- what you're claiming for – how much money you expect to get

#### **Step 5 – Bought through a broker? Call them first**

When you buy your insurance policy through a broker, they'll often help you claim. They might offer advice and support, or work with your insurance company and get almost everything done for you.

Either way, it's well worth giving them a call before you talk to your insurance company.

#### **Step 6 – Call the insurance company's**

##### **Helpline**

To make the claim itself, call the claims helpline for the insurance company. This number will usually be listed on your policy document, and on the insurer's website. Be prepared to give all the details and information you worked out in steps 3 and 4.



## UNIT 10

### Reading

#### A. Reading Comprehension

##### The Environment and Global Economies

As we enter the new millennium, the challenge for humankind is to transform the existing economy into one that does not threaten or destroy the environment. This Environmental Revolution can be compared to the Agricultural Revolution and the Industrial Revolution of the past.

Archaeological findings reveal that the great civilizations at the dawn of history pursued economies that were fairly destructive to the environment. However, the people then were unable to change what they were doing because they did not understand what was happening. Either that or they could not persuade their governments to bring about the necessary changes.

Today, however, we have the power to bring about changes to stop the destruction of the environment because we are becoming more aware of how our lives are shaped by the environment. Even when events do not directly affect us, reports in the mass media expose us to the extensive damage caused by such events. Fishery collapses, water shortages, rainforests burning uncontrollably, sudden deaths of birds, dolphins and fish, record heat waves, and raging storms that cause widespread destruction only serve to increase our awareness that our survival depends on the weather which in turn depends on our ability to maintain the ecological balance.

Decades before, it was mainly environmental activists who played a dominant role in drawing attention to the gradual destruction of the environment. Today, directors of large corporations, government ministers, prominent scientists and intelligence agencies are speaking out on the need to change. They have a clear sense of what has to be done for they know that the

current economy cannot take us as far as we want to go under the present circumstances.

People can now make decisions that will help restructure economies. For example, companies who want to buy timber products can decide whether to buy from companies that are managing forests in a responsible manner or from companies suspected of illegal logging practices. Consumers in the United States, for example, can choose to buy power from 'green' sources as consumers become more aware of different energy sources available. Governments can also decide to become a 'green consumer' by opting for sources of electricity that are climate-friendly and buy paper that has a high recycled content.

*Time is of the essence* and the new economic practices must be accepted quickly. The only way this can be done is to spread accurate information quickly and on a regular basis. For example, information on climatic changes, and of how the inefficient use of water can lead to food shortages must be shared. Media coverage of environmental trends and events must also be stepped up. Can the global economy be restructured in time before environmental deterioration in turn, leads to economic decline?

(Source : <http://www.englishdaily626.com/comprehension.php?050>)

1. Why do you think the author compared the Environmental Revolution to the Agricultural Revolution and the Industrial Revolution ?
  - (A) These Revolutions had a great impact on the lives of people.
  - (B) These Revolutions took place a long time ago.
  - (C) These Revolutions took place over many, many years.
  - (D) These Revolutions brought about bloodshed.
2. Why couldn't people in the past stop the destruction of the environment ?
  - (A) They were ignorant simple peaceful people.
  - (B) They did not realize that their actions were slowly destroying the environment.
  - (C) They did not know people in the governments.
  - (D) Their governments did not believe that the environment was being destroyed.

3. The people of today have become more aware of the relationship between the weather, environment and global economies because of
- (A) the havoc caused by storms and heat waves
  - (B) the efforts of governments
  - (C) extensive media coverage
  - (D) collapsed fisheries
4. Who is paying more attention to preserving the environment today?
- (A) Environmental activists as opposed to big companies
  - (B) Strong individuals as opposed to weak individuals
  - (C) Public corporations as opposed to individuals
  - (D) Ecologists as opposed to economists
5. How can business decisions affect economies and consequently, the environment ?
- (A) If a country buys paper from only one company, the other paper-producing companies will have no market and so their revenue will decrease.
  - (B) If countries decide to buy paper with a high recycled content, then paper-producing countries must heed to this demand, otherwise there will be no demand for their products.
  - (C) Paper-producing countries must plant more trees to meet the demand for paper, otherwise they may not have any more trees to produce paper.
  - (D) Companies wishing to buy paper often scrutinize the type of paper because they only want to buy paper with a high recycled content.
6. What is the writer trying to convey in the expression *Time is of the essence*.
- (A) The very essence of life is time
  - (B) it is important
  - (C) We must not delay
  - (D) Time is life
7. The writer emphasizes two elements in the last paragraph : time and
- (A) climatic changes
  - (B) environmental trends



- (C) the sharing of information
- (D) food shortages

## **B. Vocabulary**

### **Exports**

The goods and services that a nation sells to other nations

### **Imports**

The goods and services that a nation buys from other nations

### **Absolute advantage**

Country's ability to produce more of a given product than another country can produce

### **Comparative advantage**

Country's ability to produce a given product relatively more efficiently than another country by doing it at a lower opportunity cost

### **Opportunity cost**

Cost of the next-best alternative use of money, time, or resources when making a choice

### **Trade deficit**

Balance of payments outcome when spending on imports exceeds revenues received from exports

### **Trade surplus**

balance of payments outcome when revenues received from exports exceed spending on imports

### **Free trader**

Person who favors fewer or even no trade restrictions

### **Quota**

Limit on the amount of a good that is allowed into a country.

### **World Trade Organization (WTO)**

International agency that administers trade agreements, settles trade disputes between governments, organizes trade negotiations, and provides technical assistance and training for developing countries.

### **Foreign exchange**

Various currencies used to conduct international trade.

## Functional Skill

### A. Understanding Grammar of English

#### Phrase, Clause and Sentence

##### a. Phrase

A phrase is a group of words without both a subject and predicate. Phrases combine words into a larger unit that can function as a sentence element.<sup>47</sup> A phrase is not a sentence because it is not a complete idea with a subject and a predicate. In a phrase, the main word, or the word that is what the phrase is about, is called the *head*. The other words in the phrase do the work of changing or *modifying* the head.

In English there are five different kinds of phrases:<sup>48</sup>

- a. Noun Phrase
- b. Verb Phrase
- c. Adjective Phrase
- d. Adverb Phrase
- e. Prepositional Phrase

##### ad. a. Noun Phrase

In a **noun phrase**, one or more words work together to give more information about a noun. – “*The crazy old lady in the park* feeds the pigeons every day.” A noun phrase consists of a noun and all of its modifiers, which can include other phrases (like the prepositional phrase *in the park*).

- all my dear **children**
- the information **age**
- seventeen hungry **lions** in the rocks

##### ad. b. Verb Phrase

The verb phrase can refer to the whole predicate of a sentence (*I was watching my favorite show yesterday*) or just the verb or verb group (*was watching*).

---

<sup>47</sup> <http://learningnerd.wordpress.com/2006/09/06/english-grammar-types-of-phrases> diakses 10 Agustus 2014.

<sup>48</sup> Rudy Hariyono, *Complete English Grammar* (Surabaya: Gitamedia Press, 2002), h. 182.

The verb phrase has two functional parts,

- the *auxiliary*, a grammatical morpheme carrying information about mood, tense, modality, and voice; and
  - the *main verb*, a lexical morpheme carrying its lexical information and, usually, an inflection.
- She *will go*.
  - She *have eaten*.

#### ad. Adjective Phrase

Adjective phrase is a phrase whose head word is an adjective,

e.g. *fond of steak, very happy, quite upset about it*, etc.

- The book *with the red cover* is mine
- The pizza is very spicy but quite small.

#### ad. Adverb Phrase

Adverb phrase is a word group with an adverb as its head. This adverb may be accompanied by modifiers or qualifiers. An adverb phrase can modify a verb, an adjective, or another adverb, and it can appear in a number of different positions in a sentence.

- *She will be arriving in a short time.*
- The turtle ran *very slowly*.

#### ad. Preposition Phrase

A prepositional phrase will begin with a preposition and end with a noun, pronoun, gerund, or clause, the "object" of the preposition. The object of the preposition will often have one or more modifiers to describe it.

These are the patterns for a prepositional phrase:

- preposition + noun, pronoun, gerund, or clause
- preposition + modifier(s) + noun, pronoun, gerund, or clause.

Here are some examples of the most basic prepositional phrase:

- At home  
At = preposition; home = noun.
- In time  
In = preposition; time = noun.
- From Richie  
From = preposition; Richie = noun.
- With me  
With = preposition; me = pronoun.
- By singing

By = preposition; singing = gerund.

- About what we need

About = preposition; what we need = noun clause.

Most prepositional phrases are longer, like these:

- From my grandmother

From = preposition; my = modifier; grandmother = noun.

- Under the warm blanket

Under = preposition; the, warm = modifiers; blanket = noun.

- In the weedy, overgrown garden

In = preposition; the, weedy, overgrown = modifiers; garden = noun.

## b. Clause

A clause is a group of words that includes a subject and a verb. A clause can be distinguished from a phrase, which does not contain a subject and a verb.

There are two kinds of clauses

### 1. Independent clause

Examples of Independent Clauses

Here are some examples of independent clauses:

- **Tara ate cheese roll** after she watched the news.

(*Tara ate a cheese roll* is an independent clause. It works as a standalone sentence.)

- **Even though his mother was a driving instructor, my cousin failed his driving test six times.**

### 2. Dependent clause

Examples of Dependent Clauses

Here are the same examples with the dependent clauses:

- Tara ate a cheese roll , **after she watched the news.**

(The clause *after she watched the news* is a dependent clause. It does not work as a standalone sentence.)

- **Even though his mother was a driving instructor, my cousin failed his driving test six times.**

These two dependent clauses (or subordinate clauses as they're also called) could have been independent clauses. However, the opening word(s) (in these examples *after*, *Even though*, and *but*) turned them into dependent clauses. The opening words are known as dependent

words, the main type of which is subordinating conjunctions.

### c. Sentence

In simple terms, a **sentence** is a set of words that contain:

- 1) a **subject** (what the sentence is about, the topic of the sentence)
- 2) a **predicate** (what is said about the subject) the predicate always contains a verb. Sometimes, in fact, the predicate is only a verb.

There is one apparent exception to this – the imperative. When someone gives a command (the imperative), they usually do not use a subject. They don't say the subject because it is obvious - the subject is **you**..

There are three characteristics of sentence:

- 1) a sentence must contain *at least* a **subject** and **verb**.
- 2) A sentence expresses a **complete thought**.
- 3) A sentence **begins** with a capital letter and **ends** with a full stop or a question mark or an exclamation mark.

### The Four Types of Sentence

There are four types of sentence.<sup>49</sup>

- A declarative sentence.

A declarative sentence states a fact and ends with a period / full stop.

- An Imperative sentence

An imperative sentence is a command or a polite request. It ends with an exclamation mark or a period / full stop An interrogative sentence.

- An interrogative sentence asks a question and ends with a question mark. For example:

- An exclamatory sentence.

An exclamatory sentence expresses excitement or emotion. It ends with an exclamation mark.

---

<sup>49</sup>

<http://www.grammar-monster.com/glossary/sentences.htm>  
diakses 10 Agustus 2014.

## B. Understanding Verbal of English

### Talking about Opening an account

- I would like to open a savings/current account  
Saya ingin membuka rekening tabungan
- will you please fill out the form  
Harap isi formulir ini
- You have to leave a minimum deposit of Rp 500,000,-.  
Anda harus menyetor deposit sebesar Rp 500,000,-.
- We will send you the bank statement monthly.  
Bunga akan ditambahkan ke dalam rekening anda setiap bulan.
- If you open the joint account, either of you can write cheques against the account.  
Jika anda membuka rekening bersama, salah satu dari anda dapat membuka cek atas rekening itu.
- I'd like to cash this cheque, please.  
Saya ingin mencairkan cek ini.
- The teller will honor your cheque and pay you.  
Teller akan menerima cek anda dan membayarkannya.
- Will ten fifty thousand be all right.  
Apakah lima puluh ribu rupiah sebanyak sepuluh lembar tidak jadi masalah.
- What's the interest rate for a savings account?  
Berapa tingkat bunga untuk rekening tabungan.
- I'd like to deposit/withdraw two million rupiah(s).  
Saya ingin memasukkan/mengambil dua juta rupiah.
- What notes would you like?  
Lembaran uang senilai berapa yang anda inginkan?
- You have to make out a withdrawal slip.  
Kamu harus mengisi slip pengambilan.
- Excuse me, I would like to close my account here.  
Maaf, saya ingin menutup rekening saya di sini.
- I'd like to have one hundred thousand rupiah bills.  
Saya mau lembaran seratus ribu rupiah.
- The account is overdrawn.  
Rekeningnya ditarik kelebihan.

- Would change some US dollars for me, please?  
Bisa ditukarkan dollar untukku?
- How much would you like to change?  
Berapa banyak yang anda ingin tukarkan.
- What is the exchange rate today?  
Berapa nilai tukar hari ini?
- Our exchange rate for notes is Rp. 9,250 for one US dollar.  
Nilai tukar hari ini adalah Rp. 9,250 untuk satu dollar.
- Please write the full amount in figures and spell it out.  
Silahkan tulis angka dalam jumlah seluruhnya dan tulislah dengan huruf.
- Please fill in the receipt in duplicate.  
Silahkan isi tanda terima dalam rangkap dua.

## Writing Activity

### Paragraph development

One way of developing paragraph is to present the ideas and facts in chronological order. That is the sequence of time in which the events happened. It is simply a matter of stating the first thing first, the second thing next, and so on. In a logical development.<sup>50</sup>

Read and study the following paragraph. They have been developed according to time sequence. The paragraph contain many examples adverbs / prepositional phrase.

Alice

Alice was born in a small town in California. She lived there until the age of seventeen. Then her mother and father moved to a larger city. She studied at a junior college there for two years. Then she went to a large university. The university was far from her home . she could not drive there each day. Therefore, She moved near the university and lived with some friends. She studied hard and spent a lot of time in the library. She graduated from the university with honors two years later. Then she become a teacher. She taught in an elementary school near her parent's home. At the elementary school,

---

<sup>50</sup>George E. Wishon and Julia M. Burks, *Let's Write English* (New York: Litton Educational Publishing, 1980), h. 21.

she met a young man. She also was a teacher. They become a friends.  
They will marry in the summer during the school vacation.

Rewrite a paragraph in the sequence of time in which the event happened about yourself.





## UNIT 11

### Reading

#### A. Reading Comprehension

##### Job Interview

In order to make a good impression during a job interview, you have to prepare yourself for the interview. You must arrive in plenty time for the interview, but you don't have to be in hurry. You need to give your self a little time to relax before the interview begins.

You have to look your best for the interview. The impression you make as you walk into the room is very important. Try to find out if company organization has any rules about dress. Then try to dress according to their regulation. If they don't allow their staff to come to work in casual clothes to the interview, you may ruin your chances for a job by wearing the wrong sort of clothes to the interview.

You also have to plan what you are going to say. In some interviews you have to do a lot of talking, but in others you can't do that. You will only have to answer a few questions about education and experience. The interviewer will avoid personal questions because he isn't allowed to ask you such question. You must have answers ready about yourself, your school work, your strong points, your reasons for applying for the job, and the salary you expect.

You will also be allowed to ask some questions of your own. Your questions you ask will show the interviewer that you have given careful thought to the position. You can ask questions like this :

What duties will I have to do in the job?

Will I be allowed to join a health insurance program?

You must also try to find out as much as you can about the company you want to work for. You can get information about the company by talking to someone who work there, or by asking for copies of the company's booklets, brochures, or advertising (*breakthrough*).

(Source: *Bahasa Inggris by Desmal Darjis et. al.*)

In which paragraph do you find these main ideas.

No	Main Ideas	Paragraph
1	Ask some questions of yourself	.....
2	Come to interview earlier	.....
3	Get information about the company	.....
4	Perform the best for the interview	.....
5	Plan what to say in the interview	.....

## B.Vocabulary

How many words can you find in this box. You can find them the horizontally, vertically, or diagonally.

B	O	C	O	S	T	G	I	T	H
E	D	E	F	T	I	Y	N	I	K
A	T	L	U	L	E	S	S	M	L
A	R	O	U	N	D		U	E	D
S	M	R	D	O	F	F	R	M	R
A	U	D	T	N	O	P	A	Q	O
B	A	N	K	E	R	Y	N	S	F
E	A	D	U	T	Y	Z	C	V	F
F	X	A	C	M	A	D	E	W	A

Fill the blank spaces with the words which you have found in the box.

1. My uncle works for a bank. He is a .....
2. Today I am free, I am of .....
3. How much does this typewriter .....?
4. The ..... Of the bill is six dollars.
5. He will travel ..... the world.
6. "Jiwasraya" is a kind of life .....
7. The company ..... a good supply of products.
8. The secretary finished the report in ..... than minutes

## Functional skill

### A. Understanding Grammar of English

#### Modal Auxiliaries

The modal auxiliaries (or modals) include the following:<sup>51</sup>

- can, could, may, might, must, should, will, would, . . .
- Modals are always followed by the base form of a verb or auxiliary verb.
- Modals are always the same form no matter what the subject is.
- a predicate verb phrase cannot contain more than one modal.  
correct → He will be able to go.  
not correct → He will can go.

#### a. Uses of **Can** and **Could**

**The modal auxiliary can is used**

- to express ability (in the sense of being able to do something or knowing how to do something):  
He can speak Spanish but he can't write it very well.
- to express permission (in the sense of being allowed or permitted to do something):  
Can I talk to my friends in the library waiting room?  
(Note that *can* is less formal than *may*. Also, some writers will object to the use of *can* in this context.)
- to express theoretical possibility:
- American automobile makers can make better cars if they think there's a profit in it.

**The modal auxiliary could is used**

- to express an ability in the past:  
I could always beat you at tennis when we were kids.

---

<sup>51</sup> Betty Schramfer Azar, *Fundamentals of English Grammar* (New Jersey: Prentice Hall, inc.), h. 53.

- to express past or future permission:  
Could I bury my cat in your back yard?
- to express present possibility:  
We could always spend the afternoon just sitting around talking.
- to express possibility or ability in contingent circumstances:  
If he studied harder, he could pass this course.

In expressing ability, *can* and *could* frequently also imply willingness:

Can you help me with my homework?

The negative form of **can** may be written *can't*, *cannot* or *cannot*.

The past form of **can** is *could*.

The negative of *could*: *couldn't* or *could not*.<sup>52</sup>

### b. Uses of *may* and *might*

Two of the more troublesome modal auxiliaries are *may* and *might*. When used in the context of granting or seeking permission, *might* is the past tense of *may*.

*Might* is considerably more tentative than *may*.

- May I leave class early?
- If I've finished all my work and I'm really quiet, might I leave early?

In the context of expressing possibility, *may* and *might* are interchangeable present and future forms and *might* + *have* + past participle is the past form:<sup>53</sup>

- She might be my advisor next semester.
  - She may be my advisor next semester.
  - She might have advised me not to take biology.
- Maybe (spelled as one word) is an adverb meaning perhaps. May be (spelled as two words) is a verb.<sup>54</sup>
- Maybe it will rain tomorrow.
  - Maybe John is sick.
  - John may be sick..

---

<sup>52</sup>Betty Schramfer Azar, *Fundamentals of English Grammar*, h. 54.

<sup>53</sup><http://grammar.ccc.commnet.edu/grammar/auxiliary.htm>

diakses 10 Agustus 2014.

<sup>54</sup>Betty Schramfer Azar, *Fundamentals of English Grammar*, h. 5.

### c. Uses of *Will* and *Would*

In certain contexts, *will* and *would* are virtually interchangeable, but there are differences. Notice that the contracted form 'll is very frequently used for *will*. Here is the uses of *will* and *would*<sup>55</sup>.

*Will* can be used to express willingness:

- I'll wash the dishes if you dry.
- We're going to the movies. Will you join us?

It can also express intention (especially in the first person):

- I'll do my exercises later on.

and prediction:

- specific: The meeting will be over soon.
- timeless: Humidity will ruin my hairdo.
- habitual: The river will overflow its banks every spring.

*Would* can also be used to express willingness:

- Would you please take off your hat?

It can also express insistence (rather rare, and with a strong stress on the word "would"):

- Now you've ruined everything. You *would* act that way.

and characteristic activity:

- customary: After work, he would walk to his home in West Hartford.
- typical (casual): She would cause the whole family to be late, every time.

Finally, *would* can express a sense of probability:

- I hear a whistle. That would be the five o'clock train.

### d. Uses of *Used to*

The auxiliary verb construction *used to* is used to express an action that took place in the past, perhaps customarily, but now that action no longer customarily takes place:

- We used to take long vacation trips with the whole family.

The spelling of this verb is a problem for some people because the "-ed" ending quite naturally disappears in speaking: "We yoostoo take long trips." But it ought not to disappear in writing. There are

---

<sup>55</sup>

<http://grammar.ccc.commnet.edu/grammar/auxiliary.htm>  
diakses 10 Agustus 2014.

exceptions, though. When the auxiliary is combined with another auxiliary, *did*, the past tense is carried by the new auxiliary and the "-ed" ending is dropped.<sup>56</sup> This will often happen in the interrogative:

- Didn't you use to go jogging every morning before breakfast?
- It didn't use to be that way.

*Used to* can also be used to convey the sense of being accustomed to or familiar with something:

- The tire factory down the road really stinks, but we're used to it by now.
- I like these old sneakers; I'm used to them.

*Used to* is best reserved for colloquial usage; it has no place in formal or academic text.

#### e. Uses of *Have to*, *have got to*, *must*

*Have to*, *have got to* and *must* have basically the same meaning.

They express the idea that something is necessary.

I have a very important test tomorrow.

I	have to		study tonight.
	have got to		
	must		

*Have to* is used much more frequently than *must* in everyday speech and writing. *Have got to* is generally used only in informal speech and writing.

Usual pronunciation:<sup>57</sup>

- Have to = "hafta"  
I have to ("hafta") go downtown today.
- Has to = "hasta"  
Mary has to ("hasta") go to the bank
- (have) got to = "gotta"  
I've got to ("gotta") study tonight.

The past form of *have to*, *have got to*, and *must* (meaning necessity) is *had to*.

<sup>56</sup>

<http://grammar.ccc.commnet.edu/grammar/auxiliary.htm>  
diakses 10 Agustus 2014.

<sup>57</sup>Betty Schramfer Azar, *Fundamentals of English Grammar*, h. 67.

- I had to study last night.

#### f. Uses of **should**, **ought to**, **had better**.

*Should*, *ought to* and *had better* have basically the same meaning. They mean *this is a good idea* or *this is a good advice*.<sup>58</sup>

- My clothes are dirty. I should/ought to/ had better wash them.

Usually *had* is the past form of *have*. However, in the expression *had better*, *had* is used as part of an idiom and the meaning is not past. The meaning is present or future.

Ought to is usually not used in the negative. The negative of *had better* is *had better not*, and it often carries a warning of bad consequences.

- You had better not be late ! if you are late, you will get into a lot of trouble.

### B. Understanding Verbal English

#### Expressing Obligation and Necessity

Mr. Shatner is giving an oral test in astronomy to his student, Dony.

Mr. Shatner : "Well, Dony. Let's start the test. Are you ready?"

Dony : "yes, Sir."

Mr. Shatner : "What do you call the space object that revolve around the sun."

Dony : "um..... stars."

Mr. Shatner : "No, you are wrong."

Dony : "Perhaps satellites."

Mr. Shatner : "No, we call them planets. Is the moon a planet, too?"

Dony : "um..... yes. It is a planet."

Mr. Shatner : "Oh..... no. it is not a planet. How many planets are there in our solar system?"

Dony : "I think eleven, Sir."

---

<sup>58</sup>Betty Schramfer Azar, *Fundamentals of English Grammar*, h. 64.



- Mr. Shatner : "No, there are nine only, Dony. I won't ask you any question anymore. None of your answer is correct. You didn't prepare anything for the test, did you?"
- Dony : "No. I didn't."
- Mr. Shatner : "Dony, if you have attest you have to prepare everything for it. You should study harder, do you usually study at home.?"
- Dony : "never"
- Mr. Shatner : That's no good. You must study at home. It is necessary to study all day long. You don't need to study the whole lesson at a time."
- Dony : "how I should study at home?"
- Mr. Shatner : "you ought to study together with your friends. You can discuss the problems with them."
- Dony : "Yes, Sir. I promise I will study at home."
- Mr. Shatner : "Good. You must keep your promise."
- Dony : "yes, I will, Sir."
- (Source: General English Materials for Health Student by Endang Susilowati)*

### **Obligation**

- You have to prepare everything for it.
- You must study at home.
- You should study harder.
- You ought to study together with a friend.

### **Necessity/Unnecessity**

- It is not necessary to study all day long.
- You don't need to study the whole lesson.
- The team needn't practice every day.
- If necessary I will go.
- You don't have to work overtime.

## Writing Activity

Rewrite the following passage. Filling in the blank spaces with the correct auxiliaries selected from the following list.

Should	going to	could	have to
Would	must	can	will
Had better	used to	may	might
Would rather			

Suppose that we are outside an underground cave. Now we are descending by rope ladder into darkness. If the rope breaks. We will fall over thirty meters to our death. The rope \_\_\_\_\_ hold our weight. We \_\_\_\_\_ use something safer, but since this is all we have, we \_\_\_\_\_ use it. We have reached the bottom now, and we are \_\_\_\_\_ enter a huge cavern where we \_\_\_\_\_ observe many precautions that we \_\_\_\_\_ ignore on the surface. If we lose our light, we \_\_\_\_\_ be in total darkness. We \_\_\_\_\_ get lost if we take a wrong turn. We \_\_\_\_\_ fall into an unexpected hole, or we \_\_\_\_\_ even be crushed by a falling stalactite. A short distance away, we \_\_\_\_\_ see several people working. Probably they are scientists, since caves \_\_\_\_\_ contain in much valuable information. If they are biologists or paleontologists, they \_\_\_\_\_ be looking for specimens of underground life or prehistoric bones. Or they \_\_\_\_\_ be studying cave bats to learn about hibernation; this \_\_\_\_\_ prove valuable for astronauts in space exploration. There are various forms of mold here too. Maybe they are biochemists, looking for an antibiotic that \_\_\_\_\_ be as valuable as penicillin. If they are geologists, their information about cave formation \_\_\_\_\_ help hydrologists explain underground water routes. I wish we able to ask them right now. But our guide tells us we \_\_\_\_\_ return to the surface.

(Source: *Let's Write English* by George E. Wishon and Julia M. Burkes)



## UNIT 12

### Reading

#### A. Reading Comprehension

Read the passage given below and answer questions on your understanding of the passage:

#### Depression

The more difficult task of ensuring global economic stability was assigned to the IMF. Those who convened Bretton Woods had the global depression of the 1930's very much on their minds. Almost three quarters of a century ago, capitalism faced the most severe crisis to date. The Great Depression enveloped the whole world and led to unprecedented increases in unemployment. At the worst point, a quarter of America's workforce was unemployed. The British economist John Maynard Keynes, who would later be a key participant at Bretton Woods, put forward a simple explanation, and a corresponding simple set of prescriptions; lack of sufficient aggregate demand explained economic downturns; government policies could help stimulate aggregate demand. In cases where monetary policy is ineffective, governments could rely on fiscal policies, either by increasing expenditures or cutting taxes. While the models underlying Keynes' analysis have subsequently been criticized and refined, bringing a deeper understanding of why market forces do not work quickly to adjust the economy to full employment, the basic lessons remain valid.

(Source : <http://ugconlinecoaching.blogspot.com/2009/12/economics-reading-comprehension.html>)

1. The IMF was assigned:
  - (A) The task of accelerating economic growth of the world
  - (B) The task of controlling inflation in the world economy
  - (C) The task of ensuring economic stability in the world economy
  - (D) The task of removing imbalances from the U.S.A.

2. During the Great Depression :

- (A) Unemployment rate in the World was 25%
- (B) Unemployment rate in England was 20%
- (C) Unemployment rate in the U.S.A. was 25%
- (D) Unemployment rate in India was 20%

3. According to Keynes, the cause for the unprecedented global depression of the 1930's was:

- (A) High interest rate in the USA.
- (B) Low interest rate in the UK.
- (C) Break down of the gold standard
- (D) Lack of sufficient aggregate demand

4. Keynes' prescription to fight global depression was that:

- (A) The government should pursue active monetary policy
- (B) The government should pursue a combination of fiscal policy and monetary policy
- (C) The government should pursue fiscal policy where monetary policy is in effective
- (D) The government should have a policy of balanced budget

## B. Vocabulary

Match the words in A with the phrases or sentences in B

No	A	B
1	Deficit	A. a business that keeps money for customers, makes loans, and provides other money-related services
2	Capitalism	B. a situation in which many banks fail because they are not able to meet the demands of their depositors for cash
3	Deflation	C. unable to pay debts
4	Central Bank	D. a bank whose functions include controlling the nation's money supply; an institution that lends money to other banks and the place where the government does its

5	Embargo	banking business (Federal Reserve System in U.S.).
6	Bankrupt	E. an economic system in which individuals, not the government control the production and distribution of goods and services; also called market system.
7	Fiscal Policy	F. situation in which government spends more than it collects in revenue
8	Bank Panic	G. a decrease in the average price of all goods and services
9	Free Trade	H. a government policy that cuts off trade with certain countries
10	Bank	I. the government program of increasing or decreasing taxes and government spending to control inflation and unemployment.
		J. unrestricted trade between countries

## Functional Skill

### A. Understanding Grammar of English

#### Nominal and Verbal Sentence

The important thing to learn English is tenses, if we have mastered tenses it's will be easy to use English. But in fact to start studying tenses, little things often overlooked. In addition; before we start learning tenses, better if we know the form of the sentence.

If the English in terms of the predicate, then it can be divided into 2 groups:<sup>59</sup>

#### 1. Verbal sentence

Where the predicate is verb.

For example:

---

<sup>59</sup> <http://wedasanjiwani.blogspot.com/2011/06/verbal-and-nominal-sentence.html> diakses 15 Agustus 2014.

- She studies hard every day.
  - I like to listen the jazz music.
  - We watch television together.
- 'studies', 'like', 'watch', etc are verb. If the views of its kind, verbal sentences can be classified into:

#### a. **Positive verbal sentence**

This sentence is often also called affirmative sentence, in general, this phrase is used to declare an event or action. For example:

- They walk to the school.
- I helped my mother after school
- He take some pictures at there.

#### b. **Negative verbal sentence**

This will be negative sentences by adding 'do / does / did + not' before verb.

For example:

- The do not (don't) walk to the school
- I did not (didn't) help my mother after school.
- He does not (doesn't) take some pictures at there.

#### c. **Interrogative verbal sentence**

Interrogative verbal sentences are form by putting 'do/does/did' at the beginning of sentence.

For example:

- Do they walk to school.?
- Did I help my mother after school
- Does he take some picture at there

### 2. **Nominal sentence**

Nominal sentence is a sentence that has predicate not a verb, but can be an adjective, noun or adverb,<sup>60</sup> then the nominal sentence should be inserted auxiliary verb to be like 'is, am, are, and were the resource persons / was (which is used in the past )

He / She / It = Is

I = Am

You/ They / we = Are

---

<sup>60</sup> Rudy Hariyono, *Complete English Grammar* (Surabaya: Gitamedia Press, 2002), h. 189.

For example:

- She is an actress in Hollywood
- They are clever student.
- If I were a boy, I will be able to beat you.

If we view of its kind, nominal sentences can be classified into:

**a. Positive nominal sentence**

This sentence is often also called affirmative sentence, in general, this phrase is used to situation, position or rank. For example:

- Santana is a beautiful girl.
- They are students in elementary school.
- He is my lecture.

**a. Negative nominal sentence**

This will be negative sentences by adding 'not' after to be. For example:

- Santana is not a beautiful girl
- They are not students in elementary school
- He is not my lecture.

**b. Interrogative nominal sentence**

Interrogative nominal sentences are form by putting 'to be' at the beginning of sentence.

For example:

- Is Santana a beautiful girl?
- Are they students in elementary school?
- Is he my lecture?

**B. Understanding Verbal of English**

**Talking about economics in English**

**Conversation Starters**

Everyone loves money (well, most people do) but not everyone likes to talk about money. In this topic, you can practice talking about the study of money, economics, in English. Start with these questions.

1. Do you think economics is a good subject to study?



2. Do you like money? Do you like studying about money?
3. How important is economics in our daily lives?
4. How often do you read about economics in newspapers or magazines?
5. What do you think of the world economy?

### Discussion Questions

If you're interested, you can try more advanced English conversation on the topic of economics, using the questions below to get started.

1. What are the biggest economic problems in your country? How might those problems be solved?
2. What are the biggest economic problems in the world? What are some possible solutions?
3. How is economics different in socialist and capitalist countries?
4. Do you believe economic growth can continue indefinitely, without stopping? Why or why not?

### Writing Activity

List *the verbal sentence* and *nominal sentence* in the following paragraph.

Erik is sixteen years old, and he is a junior in high school. He is interested in physics and in baseball. He is a good student, but he finds time to go to teen club on Friday nights and to keep up with the latest popular songs. He has never seen many of the things his parents grew up with. He has no idea how butter is made or where veal comes from. Vegetables and fruits are brought home from the supermarket in bags and packages; he wouldn't know the difference between a potato plant and a plum tree. His parents are always a little shocked to realize these facts. They know he has not lived through an economic depression or world war, but they usually expect him to understand and adopt their attitudes and values. They are sometimes surprised by his failure to do so, and they have to try very hard to see the world through his eyes.

(Source : *Let's Write English* by George e. Wilson and Julia M. Burkes)

## Unit 13

### Reading

#### A. Reading Comprehension

##### What is Economics

Ever wonder why food costs rise when gas prices spike? Ever question why U.S. politicians worry when other countries talk of going bankrupt? Ever wonder why you can't get a good interest rate on your savings account? All of these phenomena can be explained through economics.

Economics is the study of the production and consumption of goods and the transfer of wealth to produce and obtain those goods. Economics explains how people interact within markets to get what they want or accomplish certain goals. Since economics is a driving force of human interaction, studying it often reveals why people and governments behave in particular ways.

There are two main types of economics: macroeconomics and microeconomics. Microeconomics focuses on the actions of individuals and industries, like the dynamics between buyers and sellers, borrowers and lenders. Macroeconomics, on the other hand, takes a much broader view by analyzing the economic activity of an entire country or the international marketplace.

A study of economics can describe all aspects of a country's economy, such as how a country uses its resources, how much time laborers devote to work and leisure, the outcome of investing in industries or financial products, the effect of taxes on a population, and why businesses succeed or fail.

People who study economics are called economists. Economists seek to answer important questions about how people, industries, and countries can maximize their productivity, create wealth, and maintain financial stability. Because the study of economics encompasses many factors that interact in complex ways, economists have different theories as to how people and governments should behave within markets.

Adam Smith, known as the Father of Economics, established the first modern economic theory, called the Classical School, in 1776. Smith believed that people who acted in their own self-interest produced goods and wealth that benefited all of society. He believed that governments should not restrict or interfere in markets because they could regulate themselves and, thereby, produce wealth at maximum efficiency. Classical theory forms the basis of capitalism and is still prominent today.

A second theory known as Marxism states that capitalism will eventually fail because factory owners and CEOs exploit labor to generate wealth for themselves. Karl Marx, the theory's namesake, believed that such exploitation leads to social unrest and class conflict. To ensure social and economic stability, he theorized, laborers should own and control the means of production. While Marxism has been widely rejected in capitalistic societies, its description of capitalism's flaws remains relevant.

A more recent economic theory, the Keynesian School, describes how governments can act within capitalistic economies to promote economic stability. It calls for reduced taxes and increased government spending when the economy becomes stagnant, and increased taxes and reduced spending when the economy becomes overly active. This theory strongly influences U.S. economic policy today.

(Source : <http://www.whatiseconomics.org/>)

## B. Vocabulary

Join a phrase or sentence in A and that in B to make a meaningful sentence.

A	B
1. the government promotes our tourism industry	a. is everybody's duties
2. As a good citizen	b. she must take all the lessons seriously
3. The performance the group presented	c. as soon as you arrive at the new place
4. If you are overweight	d. by sending cultural missions

5. every Indonesian hopes that	to foreign countries
6. They felt disappointed	e. I hope so
7. Drop me a line	f. one has to know what he should do and he should not do.
8. any test she takes, she always gets a good mark	g. you should go on a diet.
9. Filtering the negative influence of the Western cultures	h. as they realized they were not treated properly.
10. Do you thing Mr. Green will be here today.	i. can bring back the badminton supremacy up
	j. made the audience marvel.

## Functional Skill

### A. Understanding Grammar of English

#### Present Tense

**Tense** is a form of a verb used to indicate the time, and sometimes the continuation or completeness, of an action in relation to the time of speaking.<sup>61</sup> A tense is a pattern of verb forms that shows when an action happens. There are three main tenses:

1. Present tense: things that are true when the words are spoken or written; or are generally true; or for some languages will be true in the future
2. Past tense: things that were true before the words were spoken or written
3. Future tense: things that will or might be true after the words are spoken or written

At this present tense will delivered four kinds of tenses:<sup>62</sup>

1. Simple Present tense
2. Present Continuous Tense
3. Present Perfect Tense

<sup>61</sup> [https://www.englishclub.com/grammar/verb-tenses\\_sys-what.htm](https://www.englishclub.com/grammar/verb-tenses_sys-what.htm)  
diakses 15 Agustus 2014.

<sup>62</sup> Suryadi and Junaidis, *Complete English Grammar*, (Yogyakarta: Pustaka Pelajar, 2010), h. 419.

#### 4. Present Perfect Continuous Tense

##### Simple Present Tense

The simple present tense in English is used to describe an action that is regular, true or normal.

We use the present tense:

1. For repeated or regular actions in the present time period.
  - \* I take the train to the office.
  - \* The train to Berlin leaves every hour.
  - \* John sleeps eight hours every night during the week.
2. For facts.
  - \* The President of The USA lives in The White House.
  - \* A dog has four legs.
  - \* We come from Switzerland.
3. For habits.
  - \* I get up early every day.
  - \* Carol brushes her teeth twice a day.
  - \* They travel to their country house every weekend.
4. For things that are always / generally true.
  - \* It rains a lot in winter.
  - \* The Queen of England lives in Buckingham Palace.
  - \* They speak English at work.

We form the present tense using the base form of the infinitive (without the "to").

In general, in the third person we add 's' in the third person.

Subject	Verb	The Rest of the sentence
I / you / we / they	speak / learn	English at home
he / she / it	speaks / learns	English at home

The spelling for the verb in the third person differs depending on the ending of that verb:

1. For verbs that end in -O, -CH, -SH, -SS, -X, or -Z we add -ES in the third person.
  - \* go – goes
  - \* catch – catches
  - \* wash – washes
  - \* kiss – kisses
  - \* fix – fixes

\* buzz – buzzes

2. For verbs that end in a consonant + Y, we remove the Y and add – “ies”.

\* marry – marries

\* study – studies

\* carry – carries

\* worry – worries

NOTE: For verbs that end in a vowel + Y, we just add -S.

\* play – plays

\* enjoy – enjoys

\* say – says

Negative Sentences in the Simple Present Tense

To make a negative sentence in English we normally use Don't or Doesn't with all verbs except “To Be” and “Modal” verbs (can, might, should etc.).

Affirmative : You speak French.

Negative : You don't speak French.

You will see that we add “don't” between the subject and the verb. We use “Don't” when the subject is I, you, we or they.

Affirmative : He speaks German.

Negative : He doesn't speak German.

When the subject is he, she or it, we add “doesn't” between the subject and the verb to make a negative sentence. Notice that the letter “s” at the end of the verb in the affirmative sentence (because it is in third person) disappears in the negative sentence. We will see the reason why below.

Negative Contractions

Don't = Do not

Doesn't = Does not

I don't like meat = I do not like meat.

There is no difference in meaning though we normally use contractions in spoken English.

Word Order of Negative Sentences

The following is the word order to construct a basic negative sentence in English in the Present Tense using “Don't” or “Doesn't”.

Subject	Don't/ doesn't	Verb	The Rest of the Sentence
I/you/we/they	Don't	Have/buy	Cereal for breakfast
He/she/it	Doesn't	Eat/like	

\* Verb: The verb that goes here is the base form of the infinitive = The infinitive without "to" before the verb.

Examples of Negative Sentences with Don't and Doesn't:

- \* You don't speak Arabic.
- \* John doesn't speak Italian.
- \* We don't have time for a rest.
- \* It doesn't move.
- \* They don't want to go to the party.
- \* She doesn't like fish.

Questions in the Simple Present Tense

To make a question in English we normally use Do or Does. It is normally put at the beginning of the question.

Affirmative: You speak English.

Question: Do you speak English?

You will see that we add "do" at the beginning of the affirmative sentence to make it a question. We use Do when the subject is I, you, we or they.

Affirmative: He speaks French.

Question: Does he speak French?

When the subject is he, she or it, we add "does" at the beginning to make the affirmative sentence a question. Notice that the letter "s" at the end of the verb in the affirmative sentence (because it is in third person) disappears in the question. We will see the reason why below.

We don't use "do" or "Does" in questions that have the verb "to be" or "Modal" Verbs (can, must, might, should etc.)

Word Order of Questions with Do and Does

The following is the word order to construct a basic question in English using Do or Does.

Do/Does                      Subject                      Verb

Do I / you / we / they have / need  
 Does he / she / it

Examples of Questions with Do and Does:

- \* Do you need a dictionary?
- \* Does Mary need a dictionary?
- \* Do we have a meeting now?
- \* Does it rain a lot in winter?
- \* Do they want to go to the party?
- \* Does he like pizza?

Short Answers with Do and Does

In questions that use do/does it is possible to give short answers to direct questions as follows:

Sample Questions	Short Answer (Affirmative)	Short Answer (Negative)
Do you like chocolate?	Yes, I do.	No, I don't.
Do I need a pencil?	Yes, you do.	No, you don't.
Do you both like chocolate?	Yes, we do.	No, we don't.
Do they like chocolate?	Yes, they do.	No, they don't.
Does he like chocolate?	Yes, he does.	No, he doesn't.
Does she like chocolate?	Yes, she does.	No, she doesn't.
Does it have four wheels?	Yes, it does.	No, it doesn't.

However, if a question word such as who, when, where, why, which or how is used in the question, you can not use the short answers above to respond to the question.

### Present Continuous Tense

Present Continuous tense is used to express a continued or on going action at present time. It expresses an action which is in progress at the time of speaking. For example, a person says, "I am writing a letter". It means that he is in the process of writing a letter right now. Such actions which are happening at time of speaking are expressed by present continuous tense. Present Continuous tense is also called Present progressive tense.

**Rules.** Auxiliary verb "am or is or are" is used in sentence. 1st form of verb or base verb + ing (present participle) is used as main verb in sentence.



### Positive Sentence

- Subject + auxiliary verb + main verb-ing (Present participle) + object
- Subject + am/is/are + (1st form of verb or base verb + ing) + object

I → am

She, he, it → is

You, they, we → are

#### Examples

I am playing cricket.

He is driving a car

They are reading their lessons.

### Negative Sentence

- Subject + auxiliary verb + not + main verb-ing (Present participle) + object
- Subject + am/is/are + not + (1st form of verb + ing) + object

Rules for using auxiliary verbs (am or is or are) after subject in negative sentences are same as mentioned above.

#### Examples.

I am not playing cricket.

He is not driving a car

They are not reading their lessons.

### Interrogative Sentences

- Auxiliary verb + Subject + main verb-ing (Present participle) + object
- Am/is/are + Subject + (1st form of verb or base verb + ing) + object

For making interrogative sentences, the sentence is started with auxiliary verb rather than putting auxiliary verb inside the sentence. If the subject is "I" the sentence starts with auxiliary verb "am". If the subject is "He, She, It, singular or proper name" the sentence starts with auxiliary verb "is". If subject is "You, They or plural" the sentence starts with auxiliary verb "are".

#### Examples.

are you playing cricket?

Is he driving a car?

Are they reading their lessons?

### 3. Present Perfect Tense

Form → [has/have + past participle]

Examples:

- You **have seen** that movie many times.
- **Have you seen** that movie many times?
- You **have not seen** that movie many times.

Present perfect tense is used to express :<sup>63</sup>

#### a. Unspecified Time Before Now



We use the Present Perfect to say that an action happened at an unspecified time before now. The exact time is not important. Use the Present Perfect with unspecific expressions such as: ever, never, once, many times, several times, before, so far, already, yet, etc.

Examples:

- I **have seen** that movie twenty times.
- I think I **have met** him once before.
- There **have been** many earthquakes in California.
- People **have traveled** to the Moon.
- People **have not traveled** to Mars.
- **Have you read** the book yet?
- Nobody **has ever climbed** that mountain.

#### How Do You Actually Use the Present Perfect?

---

<sup>63</sup> <http://www.englishpage.com/verbpage/presentperfect.html>  
diakses 15 Agustus 2014

The concept of "unspecified time" can be very confusing to English learners. It is best to associate Present Perfect with the following:

### 1) *Experience*

You can use the Present Perfect to describe your experience. It is like saying, "I have the experience of..." You can also use this tense to say that you have never had a certain experience. The Present Perfect is not used to describe a specific event.

Examples:

- I **have been** to France.

*This sentence means that you have had the experience of being in France. Maybe you have been there once, or several times.*

- I **have been** to France three times.

*You can add the number of times at the end of the sentence.*

- I **have never been** to France.

*This sentence means that you have not had the experience of going to France.*

### 2) *Change Over Time*

We often use the Present Perfect to talk about change that has happened over a period of time.

Examples:

- You **have grown** since the last time I saw you.
- The government **has become** more interested in arts education.
- Japanese **has become** one of the most popular courses at the university since the Asian studies program was established.
- My English **has** really **improved** since I moved to Australia.

### 3) *Accomplishments*

We often use the Present Perfect to list the accomplishments of individuals and humanity. You cannot mention a specific time.

Examples:

- Man **has walked** on the Moon.

- Our son **has learned** how to read.
- Doctors **have cured** many deadly diseases.
- Scientists **have split** the atom.

#### *4. An Uncompleted Action You Are Expecting*

We often use the Present Perfect to say that an action which we expected has not happened. Using the Present Perfect suggests that we are still waiting for the action to happen.

Examples:

- James **has not finished** his homework yet.
- Susan **hasn't mastered** Japanese, but she can communicate.
- Bill **has still not arrived**.
- The rain **hasn't stopped**.

### **b. Multiple Actions at Different Times**

We also use the Present Perfect to talk about several different actions which have occurred in the past at different times. Present Perfect suggests the process is not complete and more actions are possible.

Examples:

- The army **has attacked** that city five times.
- I **have had** four quizzes and five tests so far this semester.
- We **have had** many major problems while working on this project.
- She **has talked** to several specialists about her problem, but nobody knows why she is sick.

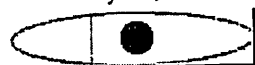
### **Time Expressions with Present Perfect**

When we use the Present Perfect it means that something has happened at some point in our lives before now. Remember, the exact time the action happened is not important.



Past                      Present                      Future

Sometimes, we want to limit the time we are looking in for an experience. We can do this with expressions such as: in the last week, in the last year, this week, this month, so far, up to now, etc.



Past                      Present                      Future

Examples:

- Have you been to Mexico in the last year?
- I have seen that movie six times in the last month.
- They have had three tests in the last week.
- She graduated from university less than three years ago. She has worked for three different companies so far.
- My car has broken down three times this week.

**Notice:**

"Last year" and "in the last year" are very different in meaning. "Last year" means the year before now, and it is considered a specific time which requires Simple Past. "In the last year" means from 365 days ago until now. It is not considered a specific time, so it requires Present Perfect.

Examples:

- I went to Mexico last year.

*I went to Mexico in the calendar year before this one.*

- I have been to Mexico in the last year.

*I have been to Mexico at least once at some point between 365 days ago and now.*

## 2. Duration From the Past Until Now



Past                      Present                      Future

We use the Present Perfect to show that something started in the past and has continued up until now. "For five minutes," "for two weeks,"

and "since Tuesday" are all durations which can be used with the Present Perfect.

Examples:

- I **have had** a cold for two weeks.
- She **has been** in England for six months.
- Mary **has loved** chocolate since she was a little girl.

#### 4. Present Perfect Continuous tense

Form → [has/have + been + present participle]

Examples:

- You **have been waiting** here for two hours.
- **Have you been waiting** here for two hours?
- You **have not been waiting** here for two hours.

Present perfect continuous tense is used to express:

##### a. Duration from the Past Until Now

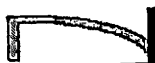


We use the Present Perfect Continuous to show that something started in the past and has continued up until now. "For five minutes," "for two weeks," and "since Tuesday" are all durations which can be used with the Present Perfect Continuous.

Examples:

- They **have been talking** for the last hour.
- She **has been working** at that company for three years.
- What **have you been doing** for the last 30 minutes?
- James **has been teaching** at the university since June.
- We **have been waiting** here for over two hours!
- Why **has Nancy not been taking** her medicine for the last three days?

## b. Recently, Lately



**Past                      Present                      Future**

You can also use the Present Perfect Continuous without a duration such as "for two weeks." Without the duration, the tense has a more general meaning of "lately." We often use the words "lately" or "recently" to emphasize this meaning.

Examples:

- Recently, I **have been feeling** really tired.
- She **has been watching** too much television lately.
- **Have you been exercising** lately? .

## B. Understanding Verbal of English

Lets sing this song

### Twinkle, twinkle, little star

Twinkle, twinkle, little star  
How I wonder what you are  
Up above the world so high  
Like a diamond in the sky  
Twinkle, twinkle little star  
How I wonder what you are

When the blazing sun is gone  
When he nothing shines upon  
Then you show your little light  
Twinkle, twinkle, all the night  
Twinkle, twinkle, little star  
How I wonder what you are

## Writing activity

### My Daily Activity

Every day, I usually get up early in the morning at 05.00 a.m. I pray Subuh, read holly *Qur'an* and clean my bedroom. At 05.45 a.m. I brush my teeth and take a bath. Then I put on my uniform, have breakfast and sometimes watch the news or cartoon on TV. I go to campus at 06.30 a.m. I usually go to school by motorcycle. My class begins at 07.00 a.m. I'm in class from 07.00 a.m. to 01.00 p.m. My class takes a rest at 10.00 a.m. I usually go to the library for reading and student's cafeteria with the others for having snacks. At 10.45 a.m. I go to class and continue my subjects. Around 01.00 p.m. our class is over. I return home. I arrive home at 01.30 p.m. Next, I put off my uniform and change to clothes. Later, I pray Dzuhur, have lunch, and take a nap. At 03.00 p.m. I pray Ashar then I take English/MIPA course. I go to course by motorcycle. My class begins at 04.00 p.m. I'm in class from 04.00 to 05.30. Around 05.45 p.m. I arrive home. I brush my teeth and take a bath. Then I pray Maghrib with my parents. At 07.00 p.m. I have dinner and prepare my subjects for tomorrow, study and sometimes watch TV. Then, I go to bed at 09.00 p.m.

Rewrite the paragraph above by changing the subject "I" to "she/he"





## Unit 14

### Reading

#### A. Reading Comprehension

##### Business Ethics

The concept has come to mean various things to various people, but generally it's coming to know what is right or wrong in the workplace and doing what's right -- this is in regard to effects of products/services and in relationships with stakeholders. Wallace and Pikel explain that attention to business ethics is critical during times of fundamental change -- times much like those faced now by businesses, both nonprofit or for-profit. In times of fundamental change, values that were previously taken for granted are now strongly questioned. Many of these values are no longer followed. Consequently, there is no clear moral compass to guide leaders through complex dilemmas about what is right or wrong. Attention to ethics in the workplace sensitizes leaders and staff to how they should act. Perhaps most important, attention to ethics in the workplaces helps ensure that when leaders and managers are struggling in times of crises and confusion, they retain a strong moral compass. However, attention to business ethics provides numerous other benefits.

Note that many people react that business ethics, with its continuing attention to "doing the right thing," only asserts the obvious ("be good," "don't lie," etc.), and so these people don't take business ethics seriously. For many of us, these principles of the obvious can go right out the door during times of stress. Consequently, business ethics can be strong preventative medicine. Anyway, there are many other benefits of managing ethics in the workplace.

*(Adopted from <http://managementhelp.org/businessethics/>)*

## **B. Vocabulary**

### **Ethics**

Living one's life according to a standard of right or wrong behavior - in both how we think and behave toward others and how we would like them to think and behave toward us.

### **Universal Ethics**

Ethical policy in which actions are taken out of duty and obligation to a purely moral ideal rather than based on the needs of the situation, since the universal principles are seen to apply to everyone, everywhere, all time.

### **Virtue Ethics**

A concept of living your life according to a commitment of the achievement of a clear ideal: "What sort of person would I like to become, and how do go become that person?"

### **Business Ethics**

The application of ethical standards to business behavior.

### **Corporate Governance**

The system by which business corporations are directed and controlled.

### **Applied Ethics**

The study of how ethical theories are put into practice.

## Ethical Dilemma

A situation in which there is no obvious right or wrong decision, but rather a right or right answer.

## Culture

A particular set of attitudes, beliefs, and practices that characterize a group of individuals

## Ethical Reasoning

Ethical principles defined by the traditions of society, personal opinions, and current circumstances.

## Intrinsic Value

A value that is a good thing in itself and is pursued for its own sake.

(Source : <http://quizlet.com/1825408/business-ethics-vocabulary-chapters-1-2-flash-cards/>)

## Functional Skill

### A. Understanding Grammar of English

#### Past Tense

##### a. Simple Past Tense

Form → [VERB+ed] or irregular verbs

A full list of forms is given below, using the (regular) verb *help* as an example:

- Basic simple past:

I/you/he/she/it/we/they **helped**

- Question form:

**Did I/you/he/she/it/we/they help?**

- Negative:

I/you/he/she/it/we/they **did not (didn't) help?**

- Negative question:

**Did I/you/he/she/it/we/they not help?**

**Didn't I/you/he/she/it/we/they help?**

Examples:

- You **called** Debbie.
- **Did** you call Debbie?
- You **did not call** Debbie.

1) Simple past, regular verbs

Affirmative

Subject                  verb + ed

I                          washed

Negative

Subject                  did not                  infinitive without to

They                      didn't                  visit ...

Interrogative

Did                      subject                  infinitive without to

Did                      she                      arrive...?

2) Simple past, irregular verbs

to go

He went to a club last night.

Did he go to the cinema last night?

He didn't go to bed early last night.

to give

We gave her a doll for her birthday.

They didn't give John their new address.

Did Barry give you my passport?

to come

My parents came to visit me last July.

We didn't come because it was raining.

Did he come to your party last week?

3) Simple past "be", "have", "do".

### Affirmative

Subject	Verb		
	Be	Have	Do
I	was	had	did
You	were	had	did
He, she, it	was	had	did
We	were	had	did
You	were	had	did
They	were	had	did

I was in Japan last year

She had a headache yesterday.

We did our homework last night.

### Negative and interrogative

For the negative and interrogative simple past form of "do" as an ordinary verb, use the auxiliary "do", e.g. We didn't do our homework last night. The negative of "have" in the simple past is usually formed using the auxiliary "do", but sometimes by simply adding not or the contraction "n't".

The interrogative form of "have" in the simple past normally uses the auxiliary "do".

They weren't in Rio last summer.

We hadn't any money.

We didn't have time to visit the Eiffel Tower.

We didn't do our exercises this morning.

Were they in Iceland last January?

Did you have a bicycle when you were a boy?

Did you do much climbing in Switzerland?

Simple past tense is used to express:<sup>64</sup>

## 1) Completed Action in the Past

The using of the Simple Past to express the idea that an action started and finished at a specific time in the past. Sometimes,

---

<sup>64</sup>

<http://www.englishpage.com/verbpage/simplepast.html>  
diakses 15 Agustus 2014.

the speaker may not actually mention the specific time, but they do have one specific time in mind.

Examples:

- I **saw** a movie yesterday.
- I **didn't see** a play yesterday.
- Last year, I **traveled** to Japan.
- Last year, I **didn't travel** to Korea.
- **Did you have** dinner last night?
- She **washed** her car.
- He **didn't wash** his car.

## 2) A Series of Completed Actions

We use the Simple Past to list a series of completed actions in the past. These actions happen 1st, 2nd, 3rd, 4th, and so on.

Examples:

- I **finished** work, **walked** to the beach, and **found** a nice place to swim.
- He **arrived** from the airport at 8:00, **checked** into the hotel at 9:00, and **met** the others at 10:00.
- **Did you add** flour, **pour** in the milk, and then **add** the eggs?

## 3) Duration in Past

The Simple Past can be used with a duration which starts and stops in the past. A duration is a longer action often indicated by expressions such as: for two years, for five minutes, all day, all year, etc.

Examples:

- I **lived** in Brazil for two years.
- Shauna **studied** Japanese for five years.
- They **sat** at the beach all day.
- They **did not stay** at the party the entire time.
- We **talked** on the phone for thirty minutes.
- A: How long **did** you wait for them?  
B: We **waited** for one hour.

## 4) Habits in the Past

The Simple Past can also be used to describe a habit which stopped in the past. It can have the same meaning as "used to." To make it clear that we are talking about a habit, we often add

expressions such as: always, often, usually, never, when I was a child, when I was younger, etc.

Examples:

- I **studied** French when I was a child.
- He **played** the violin.
- He **didn't play** the piano.
- **Did you play** a musical instrument when you were a kid?
- She **worked** at the movie theater after school.
- They never **went** to school, they always **skipped** class.

#### 5) Past Facts or Generalizations

The Simple Past can also be used to describe past facts or generalizations which are no longer true. As in 4 above, this use of the Simple Past is quite similar to the expression "used to."

Examples:

- She **was** shy as a child, but now she is very outgoing.
- He **didn't like** tomatoes before.
- **Did you live** in Texas when you **were** a kid?
- People **paid** much more to make cell phone calls in the past.

Clauses are groups of words which have meaning but are often not complete sentences. Some clauses begin with the word "when" such as "when I dropped my pen..." or "when class began..." These clauses are called when-clauses, and they are very important. The examples below contain when-clauses.

Examples:

- **When I paid her one dollar**, she answered my question.
- She answered my question **when I paid her one dollar**.

When-clauses are important because they always happen first when both clauses are in the Simple Past. Both of the examples above mean the same thing: first, I paid her one dollar, and then, she answered my question. It is not important whether "when I paid her one dollar" is at the beginning of the sentence or at the end of the sentence. However, the example below has a different meaning. First, she answered my question, and then, I paid her one dollar.

Example:

- I paid her one dollar **when she answered my question**.

#### b. Past Continuous Tense



Form → [was/were + present participle]

I/She/He/it → was + Verb-ing  
You/they/we → were + Verb-ing

Affirmative:

Subject + was/were + Verb-ing

Negative:

Subject + was/were not + Verb-ing

Interrogative:

Was/Were + Subject + Verb-ing

Examples:

- You **were studying** when she called.
- **Were** you **studying** when she called?
- You **were not studying** when she called.

Past Continuous Tense is used to express:<sup>65</sup>

## 1) Interrupted Action in the Past

Use the Past Continuous to indicate that a longer action in the past was interrupted. The interruption is usually a shorter action in the Simple Past. Remember this can be a real interruption or just an interruption in time.

Examples:

- I **was watching** TV when she called.
- When the phone rang, she **was writing** a letter.
- While we **were having** the picnic, it started to rain.
- What **were** you **doing** when the earthquake started?
- I **was listening** to my iPod, so I didn't hear the fire alarm.
- You **were not listening** to me when I told you to turn the oven off.
- While John **was sleeping** last night, someone stole his car.
- Sammy **was waiting** for us when we got off the plane.

---

<sup>65</sup><http://www.englishpage.com/verbpage/pastcontinuous.html>  
diakses 15 Agustus 2014.

- While I **was writing** the email, the computer suddenly went off.
- A: What **were** you **doing** when you broke your leg?  
B: I **was snowboarding**.

## 2) Specific Time as an Interruption

Examples:

- Last night at 6 PM, I **was eating** dinner.
- At midnight, we **were still driving** through the desert.
- Yesterday at this time, I **was sitting** at my desk at work.

In the Simple Past, a specific time is used to show when an action began or finished. In the Past Continuous, a specific time only interrupts the action.

Examples:

- Last night at 6 PM, I **ate** dinner.  
*I started eating at 6 PM.*
- Last night at 6 PM, I **was eating** dinner.  
*I started earlier; and at 6 PM, I was in the process of eating dinner.*

## 3) Parallel Actions

When you use the Past Continuous with two actions in the same sentence, it expresses the idea that both actions were happening at the same time. The actions are parallel.

Examples:

- I **was studying** while he **was making** dinner.
- While Ellen **was reading**, Tim **was watching** television.
- **Were** you **listening** while he **was talking**?
- I **wasn't paying** attention while I **was writing** the letter, so I made several mistakes.
- What **were** you **doing** while you **were waiting**?
- Thomas **wasn't working**, and I **wasn't working** either.
- They **were eating** dinner, **discussing** their plans, and **having** a good time.

## 4) Atmosphere

In English, we often use a series of parallel actions to describe the atmosphere at a particular time in the past.

Example:

When I walked into the office, several people **were** busily **typing**, some **were talking** on the phones, the boss **was yelling** directions, and customers **were waiting** to be helped. One customer **was yelling** at a secretary and **waving** his hands. Others **were complaining** to each other about the bad service.

## 5) Repetition and Irritation with "Always"

The Past Continuous with words such as "always" or "constantly" expresses the idea that something irritating or shocking often happened in the past. The concept is very similar to the expression "used to" but with negative emotion. Remember to put the words "always" or "constantly" between "be" and "verb+ing."

Examples:

- She **was always coming** to class late.
- He **was constantly talking**. He annoyed everyone.
- I didn't like them because they **were always complaining**.

•

### While vs. When

Clauses are groups of words which have meaning, but are often not complete sentences. Some clauses begin with the word "when" such as "when she called" or "when it bit me." Other clauses begin with "while" such as "while she was sleeping" and "while he was surfing." When you talk about things in the past, "when" is most often followed by the verb tense Simple Past, whereas "while" is usually followed by Past Continuous. "While" expresses the idea of "during that time." Study the examples below. They have similar meanings, but they emphasize different parts of the sentence.

Examples:

- I was studying **when she called**.
- **While I was studying**, she called.

### c. Past Perfect tense

Form → [had + past participle]

Affirmative

Subject + Had + Past Participle (Regular/irregular verb)

Negative

Subject + Had not (hadn't) + Past Participle (Regular/irregular verb)

Interrogative

Had + Subject + Past Participle (Regular/irregular verb)

Examples:

Regular verb

- You **had studied** English before you moved to New York.
- **Had** you **studied** English before you moved to New York?
- You **had not studied** English before you moved to New York.

Irregular Verb

- When she came last night, I **had slept**
- **Had** you **slept**, when she came last night?
- I **hadn't slept**, when she came last night

The past perfect is used to express:<sup>66</sup>

#### 1) Completed Action Before Something in the Past

The Past Perfect expresses the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.

Examples:

- I **had** never **seen** such a beautiful beach before I went to Kauai.
- I did not have any money because I **had lost** my wallet.
- Tony knew Istanbul so well because he **had visited** the city several times.
- **Had** Susan ever **studied** Thai before she moved to Thailand?
- She only understood the movie because she **had read** the book.
- Kristine **had** never **been** to an opera before last night.
- We were not able to get a hotel room because we **had not booked** in advance.

---

<sup>66</sup> <http://www.englishpage.com/verbpage/pastperfect.html>  
diakses 15 Agustus 2014

- A: **Had** you ever visited the U.S. before your trip in 2006?
- B: Yes, I **had been** to the U.S. once before.

## 2) Duration Before Something in the Past

We use the Past Perfect to show that something started in the past and continued up until another action in the past.

Examples:

- We **had had** that car for ten years before it broke down.
- By the time Alex finished his studies, he **had been** in London for over eight years.
- They felt bad about selling the house because they **had owned** it for more than forty years.

Unlike with the Present Perfect, it is possible to use specific time words or phrases with the Past Perfect. Although this is possible, it is usually not necessary.

Example:

- She **had visited** her Japanese relatives once in 1993 before she moved in with them in 1996.

If the Past Perfect action did occur at a specific time, the Simple Past can be used instead of the Past Perfect when "before" or "after" is used in the sentence. The words "before" and "after" actually tell you what happens first, so the Past Perfect is optional. For this reason, both sentences below are correct.

Examples:

- She **had visited** her Japanese relatives once in 1993 before she moved in with them in 1996.
- She **visited** her Japanese relatives once in 1993 before she moved in with them in 1996.

If the Past Perfect is not referring to an action at a specific time, Past Perfect is not optional. Compare the examples below. Here Past Perfect is referring to a lack of experience rather than an action at a specific time. For this reason, Simple Past cannot be used.

Examples:

- She never **saw** a bear before she moved to Alaska. *Not Correct*
- She **had never seen** a bear before she moved to Alaska. *Correct*

#### **d. Past Perfect Continuous Tense**

Form → [had been + present participle]

Affirmative

Subject + had been + Verb-ing

Negative

Subject + Had not been + Verb-ing

Interrogative

Had + Subject + been + Verb-ing

Examples:

- You **had been waiting** there for more than two hours when she finally arrived.
- **Had you been waiting** there for more than two hours when she finally arrived?
- You **had not been waiting** there for more than two hours when she finally arrived.

Past Perfect Continuous Tense is used to express:<sup>67</sup>

##### **1) Duration Before Something in the Past**

We use the Past Perfect Continuous to show that something started in the past and continued up until another time in the past. "For five minutes" and "for two weeks" are both durations which can be used with the Past Perfect Continuous. Notice that this is related to the Present Perfect Continuous; however, the duration does not continue until now, it stops before something else in the past.

Examples:

- They **had been talking** for over an hour before Tony arrived.
- She **had been working** at that company for three years when it went out of business.
- How long **had you been waiting** to get on the bus?
- Mike wanted to sit down because he **had been standing** all day at work.
- James **had been teaching** at the university for more than a year before he left for Asia.

---

<sup>67</sup><http://www.englishpage.com/verbpage/pastperfectcontinuous.html> diakses 15 Agustus 2014.

- A: How long **had you been studying** Turkish before you moved to Ankara?
- B: I **had not been studying** Turkish very long.

## 2) Cause of Something in the Past

Using the Past Perfect Continuous before another action in the past is a good way to show cause and effect.

Examples:

- Jason was tired because he **had been jogging**.
- Sam gained weight because he **had been overeating**.
- Betty failed the final test because she **had not been attending** class.

## Past Continuous vs. Past Perfect Continuous

If you do not include a duration such as "for five minutes," "for two weeks" or "since Friday," many English speakers choose to use the Past Continuous rather than the Past Perfect Continuous. Be careful because this can change the meaning of the sentence. Past Continuous emphasizes interrupted actions, whereas Past Perfect Continuous emphasizes a duration of time before something in the past. Study the examples below to understand the difference.

Examples:

- He was tired because he **was exercising** so hard.  
*This sentence emphasizes that he was tired because he was exercising at that exact moment.*
- He was tired because he **had been exercising** so hard.  
*This sentence emphasizes that he was tired because he had been exercising over a period of time. It is possible that he was still exercising at that moment or that he had just finished.*

## B. Understanding Verbal of English

### Talking about Hobby/Hobbies

Read the following dialogue !

David and Krisna have the same hobby. They like kinds of music very much. They plan to spend the time together on Saturday evening. Here is the conversation.

David : "Kris, where will you go on this weekend?"

Krisna : "I don't know, but can you tell me about the schedule of the entertainment in Jakarta?"

David : "The Jakarta Post tells us that there will be an exhibition, fashion, show, performances, films, talks and music on today."

Krisna : "If so, I like music."

David : "I agree with you. But where should we go? You know that there are places to visit such as Hotel Mulia Senayan, Kartika Candra Hotel and Prambanan café".

Krisna : "I think Prambanan Café is ok. What do you think?"

David : "I am with you. The Jaff will perform on Saturday at 7 pm to 9 pm."

Krisna : "Ok then. I'll fetch you at 6.30 pm."

David : "I'll wait for you at home."



## Writing Activity

Let's read the following paragraph talk about hobbies and interests and then write down your hobbies or interests in a paragraph.

### Listening to the music is my hobby

I like doing a lot of things when I have free time, in other words, I like to do my hobbies. One of them is listening to the music. I like listening to them when I do my homework, when I don't have anything to do, or sometimes when I eat. I like almost all types of music; pop, country, rock n roll, and other type of music. I like to hear them because some songs bring me back memories. Besides that, it gives me energy to clean my room. Most of the time, I like hearing music when I'm doing my homework. The music makes fun the homework. Listening to new songs is awesome, because you haven't heard the song before. This is the reason why I like doing this hobby.

## UNIT 15

### Reading

#### A. Reading Comprehension

##### Mudarabah

*Mudarabah* is a special kind of partnership where one partner provides the capital (*rabb-ul-maal*) to the other (*mudarib*) for investment in a commercial enterprise.

According to Mufti Taqi Usmani, a *mudarabah* arrangement differs from the *musharakah* in five major ways:

1. The investment in *musharakah* comes from all the partners, while in *mudarabah*, investment is the sole responsibility of *rabb-ul-maal*.
2. In *musharakah*, all the partners can participate in the management of the business and can work for it, while in *mudarabah*, the *rabb-ul-maal* has no right to participate in the management which is carried out by the *mudarib* only.
3. In *musharakah* all the partners share the loss to the extent of the ratio of their investment while in *mudarabah* the loss, if any, is suffered by the *rabb-ul-mal* only, because the *mudarib* does not invest anything. His loss is restricted to the fact that his labor has gone in vain and his work has not brought any fruit to him. However, this principle is subject to a condition that the *mudarib* has worked with due diligence which is normally required for the business of that type. If he has worked with negligence or has committed dishonesty, he shall be liable for the loss caused by his negligence or misconduct.
4. The liability of the partners in *musharakah* is normally unlimited. Therefore, if the liabilities of the business exceed its assets and the business goes in liquidation, all the exceeding liabilities shall be borne pro rata by all the partners. However, if all the partners have agreed that no partner shall incur any debt during the course of business, then the exceeding liabilities shall be borne by that partner alone who has incurred a debt on the business in violation

of the aforesaid condition. Contrary to this is the case of *mudarabah*. Here the liability of *rabb-ul-maal* is limited to his investment, unless he has permitted the *mudharib* to incur debts on his behalf.

5. In *musharakah*, as soon as the partners mix up their capital in a joint pool, all the assets of the *musharakah* become jointly owned by all of them according to the proportion of their respective investment. Therefore, each one of them can benefit from the appreciation in the value of the assets, even if profit has not accrued through sales. The case of *mudarabah* is different. Here all the goods purchased by the *mudharib* are solely owned by the *rabb-ul-maal*, and the *mudharib* can earn his share in the profit only in case he sells the goods profitably. Therefore, he is not entitled to claim his share in the assets themselves, even if their value has increased.

### Types of Mudarabah

1. The *rabb-ul-maal* may specify a business in which to invest, in which case the *mudharib* is restricted only to such business as pointed out by *rabb-ul-maal*. This is called restricted *mudarabah* or *al-mudarabah al-muqayyadah*.
2. If *rabb-ul-maal* has not specified a business in which to invest, it is considered an unrestricted *mudarabah* or *al-mudarabah al-mutalaqah*.

### Distribution of Profit

The distribution of profit must be pre-determined by the two parties. Furthermore, the amount of profit ascribed to either of the parties must be independent of the capital amount, dependent solely on the actual profit realized by the commercial enterprise. That is, the profit assigned to a party cannot be a percentage of capital amount contributed as that would be considered a fixed return, or interest. The profit assigned to either of the parties cannot be a lumpsum amount either as this would also constitute interest.

As such, the only determination of profit distribution that is permissible is based on the actual profit earned by the enterprise. The *Shari'ah* does not restrict or specify proportions to be distributed between the parties, leaving it to the best judgement of the two independent parties.

(Source : <http://cief.wordpress.com/2006/04/02/mudarabah/>)

## B. Vocabulary

*Murabaha* transaction:

A *Shari'ah*-compliant sale in which the vendor is permitted to make a fair profit as long as he declares his mark-up to the buyer

*Musharakah*:

Literally sharing, a form of joint venture in which risk, profit and loss are shared among the partners in proportion to the size of their financial contribution

*Mudarabah*:

Another form of partnership in which one person provides capital funding for investment. It differs from *Musharakah* in that only one of the partners, known as the *rabb-ul-maal* is staking money on the deal, and shouldering all the financial risk

*Mudarib*:

the *Mudarib* is the other partner in a *Mudarabah* transaction who, instead of contributing cash, adds his time and expertise to the deal

(Source : <http://www.arcturusglobalsystems.com/islamicbanking.pdf>)

## Functional Skill

### A. Understanding Grammar of English

#### Simple Future Tense

The future tense indicates something will be true or will occur in the future, it is used with the adverbs of time such as : tomorrow, tomorrow morning/afternoon/evening, next Friday, next week, next year, two days later, five days later.<sup>68</sup>

Simple Future has two different forms in English: "will" and "be going to." Although the two forms can sometimes be used interchangeably, they often express two very different meanings.

---

<sup>68</sup>Endang Susilowati, *General English material for Health Student* (Jakarta: Penerbit Buku Kedokteran EGC, 2005), h. 14.

These different meanings might seem too abstract at first, but with time and practice, the differences will become clear. Both "will" and "be going to" refer to a specific time in the future.

The pattern:<sup>69</sup>

1. using "will" for all subjects

Affirmative [Subject + will + verb + Object + Adverb]

Negative [Subject + will not + verb + Object + Adverb]

Interrogative [Will + Subject + verb + Object + Adverb ?]

Examples:

- You **will help** him later.
- **Will** you **help** him later?
- You **will not help** him later.

2. Using "tobe + going to"

Affirmative

[Subject + tobe (am, is ,are) +going to + verb + Object + Adverb]

Negative

[Subject + tobe (am, is, are) not + going to + verb + Object + Adverb]

Interrogative

[tobe (am, is ,are) + Subject + going to + verb + Object + Adverb ?]

Examples:

- You **are going to meet** Jane tonight.
- **Are** you **going to meet** Jane tonight?
- You **are not going to meet** Jane tonight.

"will" and "to be going to" are used to express:<sup>70</sup>

1. "Will" to Express a Voluntary Action

"Will" often suggests that a speaker will do something voluntarily. A voluntary action is one the speaker offers to do for someone else. Often, we use "will" to respond to someone else's complaint or request for help. We also use "will" when we request

---

<sup>69</sup>Endang Susilowati, *General English material for Health Student*, h. 14.

<sup>70</sup><http://www.englishpage.com/verbpage/simplefuture.html> diakses 20 Agustus 2014.

that someone help us or volunteer to do something for us. Similarly, we use "will not" or "won't" when we refuse to voluntarily do something.

Examples:

- I **will send** you the information when I get it.
- I **will translate** the email, so Mr. Smith can read it.
- **Will you help** me move this heavy table?
- **Will you make** dinner?
- I **will not do** your homework for you.
- I **won't do** all the housework myself!
- A: I'm really hungry.  
B: I'll **make** some sandwiches.
- A: I'm so tired. I'm about to fall asleep.  
B: I'll **get** you some coffee.
- A: The phone is ringing.  
B: I'll **get** it.

## 2. "Will" to Express a Promise

"Will" is usually used in promises.

Examples:

- I **will call** you when I arrive.
- If I am elected President of the United States, I **will make** sure everyone has access to inexpensive health insurance.
- I promise I **will not tell** him about the surprise party.
- Don't worry, I'll **be** careful.
- I **won't tell** anyone your secret.

## 3. "Be going to" to Express a Plan

"Be going to" expresses that something is a plan. It expresses the idea that a person intends to do something in the future. It does not matter whether the plan is realistic or not.

Examples:

- He **is going to spend** his vacation in Hawaii.
- She **is not going to spend** her vacation in Hawaii.
- A: When **are we going to meet** each other tonight?  
B: We **are going to meet** at 6 PM.
- I'm **going to be** an actor when I grow up.
- Michelle **is going to begin** medical school next year.

- They are going to drive all the way to Alaska.
  - Who are you going to invite to the party?
  - A: Who is going to make John's birthday cake?  
B: Sue is going to make John's birthday cake.
4. "Will" or "Be Going to" to Express a Prediction

Both "will" and "be going to" can express the idea of a general prediction about the future. Predictions are guesses about what might happen in the future. In "prediction" sentences, the subject usually has little control over the future and therefore USES 1-3 do not apply. In the following examples, there is no difference in meaning.

Examples:

- The year 2222 **will** be a very interesting year.
- The year 2222 **is going to be** a very interesting year.
- John Smith **will** be the next President.
- John Smith **is going to be** the next President.
- The movie "Zenith" **will win** several Academy Awards.
- The movie "Zenith" **is going to win** several Academy Awards.

Like all future forms, the Simple Future cannot be used in clauses beginning with time expressions such as: when, while, before, after, by the time, as soon as, if, unless, etc.<sup>71</sup> Instead of Simple Future, Simple Present is used.

Examples:

- When you **will arrive** tonight, we will go out for dinner. (*Not Correct*)
- When you **arrive** tonight, we will go out for dinner. (*Correct*)

### **Future Continuous Tense**

*The future continuous tense expresses an activity that will be in progress at a time in the future. It is used with adverbs of time such as : at this time tomorrow, at 10 o'clock tomorrow morning, sometime tomorrow, at 2 o'clock tomorrow.*<sup>72</sup> Future Continuous has two different forms: "will be doing

---

<sup>71</sup> Azhar Arsyad, *Improve Your English Structure* (Jakarta: PT. Al-Qushwa, 1996), h. 20.

<sup>72</sup> Endang Susilowati, *General English Material for Health Student*, h. 14.

" and "be going to be doing." Unlike Simple Future forms, Future Continuous forms are usually interchangeable.<sup>73</sup>

#### **Form Future Continuous with "Will"**

[will be + present participle]

**Affirmative**

[Subject + will be + Verb-ing + Object +adverb]

**Negative**

[Subject + will not be + Verb\_ing + Object + Adverb]

**Interrogative**

[will + Subject + be + Verb-ing + object + adverb]

**Examples:**

- You **will be waiting** for her when her plane arrives tonight.
- **Will you be waiting** for her when her plane arrives tonight?
- You **will not be waiting** for her when her plane arrives tonight.

#### **Form Future Continuous with "Be Going To "**

[am/is/are + going to be + present participle]

**Affirmative**

[ Subject + am/is/are + going to be + Verb-ing + Object + Adverb]

**Negative**

[Subject + am/is/are not + going to be + Verb-ing + Object + adverb]

**Interrogative**

[am/is/are + Subject + going to be + Verb-ing + object + Adverb]

**Examples:**

- You **are going to be waiting** for her when her plane arrives tonight.
- **Are you going to be waiting** for her when her plane arrives tonight?
- You **are not going to be waiting** for her when her plane arrives tonight.

---

<sup>73</sup> <http://www.englishpage.com/verbpage/futurecontinuous.html>  
diakses 20 Agustus 2014.



It is possible to use either "will" or "be going to" to create the Future Continuous with little difference in meaning.

Possible use of Future Continuous Forms :<sup>74</sup>

### 1. Interrupted Action in the Future

Use the Future Continuous to indicate that a longer action in the future will be interrupted by a shorter action in the future. Remember this can be a real interruption or just an interruption in time.

Examples:

- I **will be watching** TV when she *arrives* tonight.
- I **will be waiting** for you when your bus *arrives*.
- I **am going to be staying** at the Madison Hotel, if anything *happens* and you *need* to contact me.
- He **will be studying** at the library tonight, so he will not see Jennifer when she *arrives*.

Notice in the examples above that the interruptions (*marked in italics*) are in Simple Present rather than Simple Future. This is because the interruptions are in time clauses, and you cannot use future tenses in time clauses.

### 2. Specific Time as an Interruption in the Future

The Future Continuous is interrupted by a short action in the future as the first possible use. In addition to using short actions as interruptions, you can also use a specific time as an interruption.

Examples:

- Tonight at 6 PM, I **am going to be eating** dinner.  
*I will be in the process of eating dinner.*
- At midnight tonight, we **will still be driving** through the desert.  
*We will be in the process of driving through the desert.*

In the Simple Future, a specific time is used to show the time an action will begin or end. In the Future Continuous, a specific time interrupts the action.

Examples:

- Tonight at 6 PM, I **am going to eat** dinner.  
*I am going to start eating at 6 PM.*

---

<sup>74</sup>[www.englishpage.com/verbpage/futurecontinuous.html](http://www.englishpage.com/verbpage/futurecontinuous.html) diakses 20 Agustus 2014.

- Tonight at 6 PM, I **am going to be eating** dinner.  
*I am going to start earlier and I will be in the process of eating dinner at 6 PM.*

### 3. Parallel Actions in the Future

When you use the Future Continuous with two actions in the same sentence, it expresses the idea that both actions will be happening at the same time. The actions are parallel.

Examples:

- I **am going to be studying** and he **is going to be making** dinner.
- Tonight, they **will be eating** dinner, **discussing** their plans, and **having** a good time.
- While Ellen *is reading*, Tim **will be watching** television.  
*Notice "is reading" because of the time clause containing "while."*

### 4. Atmosphere in the Future

In English, we often use a series of Parallel Actions to describe atmosphere at a specific point in the future.

Example:

- When I arrive at the party, everybody **is going to be celebrating**. Some **will be dancing**. Others **are going to be talking**. A few people **will be eating** pizza, and several people **are going to be drinking** beer. They always do the same thing.

Like all future tenses, the Future Continuous cannot be used in clauses beginning with time expressions such as: when, while, before, after, by the time, as soon as, if, unless, etc. Instead of Future Continuous, Present Continuous is used.

Examples:

- While I **am going to be finishing** my homework, she is going to make dinner. *Not Correct*
- While I **am finishing** my homework, she is going to make dinner. *Correct*

## **Future Perfect Tense**

The *future perfect tense* is used to describe an action that will have been completed at some point in the future. It is often used with a time expression which identifies that point in the future.<sup>75</sup> It is used with adverbs of time such as: by then, by now, by the time, by the clock strikes 9, by the end of, by next month, by July 2001, by next year, before July 2002.<sup>76</sup>

### **Using "will"**

Will + have + Past Participle

Affirmative

Subject + will have + V-III + Object + adverb

Negative

Subject + Will not Have + V-III + Object + adverb

Interrogative

Will + Subject + have + V-III + Object + Adverb

Example:

- By nine o'clock tomorrow morning, I will have finished this work.
- By nine o'clock tomorrow morning, I will not have finished this work.
- By nine o'clock tomorrow morning, will you have finished this work.?

## **Future Perfect Continuous Tense**

Future Perfect Continuous has two different forms: "will have been doing" and "be going to have been doing." Unlike Simple Future forms, Future Perfect Continuous forms are usually interchangeable.

### **Form Future Perfect Continuous with "Will"**

[will have been + present participle]

Affirmative

Subject + will have been + Verb-III + object + adverb

Negative

---

<sup>75</sup>[http://www.grammarmonster.com/glossary/future\\_perfect\\_tense](http://www.grammarmonster.com/glossary/future_perfect_tense).

htm diakses 20 Agustus 2014.

<sup>76</sup>Endang Susilowati, *General English Material for Health Student*, h. 14.

Subject + will not have been + Verb-III + object + adverb

Interrogative

Will + Subject + have been + Verb-III + object + adverb

Examples:

- You **will have been waiting** for more than two hours when her plane finally arrives.
- **Will you have been waiting** for more than two hours when her plane finally arrives?
- You **will not have been waiting** for more than two hours when her plane finally arrives.

### **Form Future Perfect Continuous with "Be Going To"**

[am/is/are + going to have been + present participle]

Affirmative

Subject + am/is/are + going to have been + Verb-ing + Object + adverb

Negative

Subject + am/is/are not + going to have been + Verb-ing + Object + adverb

Interrogative

Am/is/are + Subject + going to have been + Verb-ing + Object + adverb

Examples:

- You **are going to have been waiting** for more than two hours when her plane finally arrives.
- **Are you going to have been waiting** for more than two hours when her plane finally arrives?
- You **are not going to have been waiting** for more than two hours when her plane finally arrives.

It is possible to use either "will" or "be going to" to create the Future Perfect Continuous with little or no difference in meaning.

### Complete List of Future Perfect Continuous Forms:<sup>77</sup>

1. Duration before Something in the Future

---

<sup>77</sup><http://www.englishpage.com/verbpage/futureperfectcontinuou s.html> diakses 20 Agustus 2014.

We use the Future Perfect Continuous to show that something will continue up until a particular event or time in the future. "For five minutes," "for two weeks," and "since Friday" are all durations which can be used with the Future Perfect Continuous. Notice that this is related to the Present Perfect Continuous and the Past Perfect Continuous; however, with Future Perfect Continuous, the duration stops at or before a reference point in the future.

Examples:

- They **will have been talking** for over an hour by the time Thomas *arrives*.
- She **is going to have been working** at that company for three years when it finally *closes*.
- James **will have been teaching** at the university for more than a year by the time he *leaves* for Asia.
- How long **will you have been studying** when you *graduate*?
- We **are going to have been driving** for over three days straight when we *get* to Anchorage.
- A: When you *finish* your English course, **will you have been living** in New Zealand for over a year?  
B: No, I **will not have been living** here that long.

Notice in the examples above that the reference points (*marked in italics*) are in Simple Present rather than Simple Future. This is because these future events are in time clauses, and you cannot use future tenses in time clauses.

## 2. Cause of Something in the Future

Using the Future Perfect Continuous before another action in the future is a good way to show cause and effect.

Examples:

- Jason will be tired when he gets home because he **will have been jogging** for over an hour.
- Claudia's English will be perfect when she returns to Germany because she **is going to have been studying** English in the United States for over two years.

## Future Continuous vs. Future Perfect Continuous

If you do not include a duration such as "for five minutes," "for two weeks" or "since Friday," many English speakers choose to use the Future Continuous rather than the Future Perfect Continuous. Be

careful because this can change the meaning of the sentence. Future Continuous emphasizes interrupted actions, whereas Future Perfect Continuous emphasizes a duration of time before something in the future. Study the examples below to understand the difference.<sup>78</sup>

Examples:

- He will be tired because he **will be exercising** so hard.  
*This sentence emphasizes that he will be tired because he will be exercising at that exact moment in the future.*
- He will be tired because he **will have been exercising** so hard.  
*This sentence emphasizes that he will be tired because he will have been exercising for a period of time. It is possible that he will still be exercising at that moment OR that he will just have finished.*

## B. Understanding Verbal of English

### How to ask for something

Every English learner needs to know how to ask for something in English. There are a number of ways to do this. If you know that someone has something, you can ask for something directly with a polite question. If you don't know, it's possible to ask for something with a yes / no question.<sup>79</sup> Be careful to not use the imperative form to ask for things. In other words, don't say "Give me that", but ask kindly as shown in the following examples:

Do you have a pen I could borrow?

Is there any wine?

Did you buy any bread?

If you know or can see that someone has something, ask a polite question with 'could', or 'may'. It's also possible to use 'can' in more informal situations. In the past, 'can' was not used when asking for something, but only to refer to ability.

---

<sup>78</sup><http://www.englishpage.com/verbpage/futureperfectcontinuous.html> diakses 20 Agustus 2014.

<sup>79</sup><http://esl.about.com/od/smalltalk/a/Asking-For-Things.htm> diakses 20 Agustus 2014.

It's common to ask for things using yes / no polite phrases with 'Could you ...' and verbs such as 'lend', 'hand' and 'give'. Here are a number of phrases you can use to ask for something in English.

May I borrow a ..., please?

Could you lend me a ..., please?

May I have a / some ..., please?

Could you hand me that / some ..., please?

Can I borrow a / some ..., please?

Can you lend me that / some ..., please? etc.

### **Example Dialogues**

Person 1 : Could you hand me that magazine?

Person 2 : Certainly, here it is.

Person 1 : Could you lend me a few dollars for lunch, please?

Person 2 : I'd be happy to do that. How much do you need?

You can also ask for things using 'Could I ...' with verbs such as 'borrow', 'have', and 'use'.

### **Example Dialogues**

Person 1 : Could I borrow your pen, please?

Person 2 : Certainly, here you are.

Person 1 : Could I use that book?

Person 2 : The red one, or the blue one?

Person 1 : The blue one. Thank you.

It's also possible to ask for things more politely by using an indirect question. Indirect questions begin with phrase such as 'Do you think ...', 'I wonder ...', 'Would it be alright if ...', etc.

### **Example Dialogues**

Person 1 : Would you mind loaning me your pen?

Person 2 : Certainly, here you are.

Person 1 : I wonder if you could help me with this problem?

Person 2 : I'd be happy to do that. What seems to be the problem?

### **Borrow / Lend**

Remember that when you ask for something in English it's possible to **borrow** that item from someone. Someone **lends** the item to you.

Borrow = give to someone to use

Lend = take from someone to use

## Writing Activity

Rewrite the following paragraph, supplying the appropriate future form of the verbs in the parentheses.

It is the middle of the eighteenth century, it will be (be) about seventy-five years before George Stephenson \_\_\_\_\_ (invent) the railway locomotive. A hundred years \_\_\_\_\_ (pass) before the invention of the gasoline engine. Men and women \_\_\_\_\_ (make) many political changes. In North America, the British colonies \_\_\_\_\_ (declare) their independence from England. The American Revolution \_\_\_\_\_ (have) an effect of worldwide importance. In Europe, the people \_\_\_\_\_ (watch) with interest the progress of the North American experiment in democratic government. In few years, the French Revolution \_\_\_\_\_ (start). Napoleon \_\_\_\_\_ (appear) as a leader and all of Europe suddenly \_\_\_\_\_ (begin) to change.  
(Source : *Let's write English* by George E. Wishon and Julia M. Burke)





## UNIT 16

### Reading

#### A. Reading Comprehension

##### Economic System of Islam

Islam is an entire way of life, and Allah's Guidance extends into all areas of our lives. Islam has given detailed regulations for our economic life, which is balanced and fair. Muslims are to recognize that wealth, earnings, and material goods are the property of God, and that we are merely His trustees. The principles of Islam aim at establishing a just society wherein everyone will behave responsibly and honestly. The fundamental principles of the Islamic economic system are as follows:

- **Muslims are not to deal in interest.** "Those who devour usury will not stand....Allah has permitted trade and forbidden usury.... Allah will deprive usury of all blessing, but will give increase for deeds of charity..." (Q.S. 2 : 275-6). "O you who believe! Devour not usury, doubled and multiplied. But fear Allah that you may really prosper" (Q. S. 3 : 130) This prohibition is for all interest-based transactions, whether giving or receiving, whether dealing with Muslims or non-Muslims. It is reported that the Prophet Muhammad (peace be upon him) cursed those who pay interest, those who receive it, those who write a contract based on it, and those who witness such a contract.
- **It is forbidden to gain property or wealth by fraud, deceit, theft, or other falsehoods.** "...Give just measure and weight, and do not withhold from people the things that are their due. And do not do mischief on the earth after it has been set in order. That will be best for you, if you have faith" (Q. S. 7 : 85).
- **It is particularly hateful for a guardian to take from an orphan's property.** "To orphans restore their property (when they reach their age). Do not substitute your worthless things for their good ones, and do not devour their property by mixing it up with your own. For this is indeed a great sin" (Q. S. 4 : 2).

- **Forbidden are earnings from gambling, lotteries, and the production, sale, and distribution of alcohol.** "O you who believe! Intoxicants and gambling, sacrificing to stones, and divination by arrows are an abomination of Satan's handiwork. Eschew such abomination, that you may prosper" (Q. S. 5 : 90).
  - **It is unlawful to hoard food and other basic necessities.** Everyone should take what they need and no more. "And let those who covetously withhold of the gifts which Allah has given them of His Grace, think that it is good for them. No, it will be the worse for them. Soon it will be tied to their necks like a twisted collar, on the Day of Judgment. To Allah belongs the heritage of the heavens and the earth, and Allah is well-acquainted with all that you do" (Q. S. 3 : 180).
  - **A Muslim should be responsible in spending money.** Extravagance and waste are strongly discouraged. "[The Servants of Allah are] Those who, when they spend, are not extravagant and not stingy, but hold a just balance between those extremes" (Q. S. 25 : 67). "O Children of Adam! Wear your beautiful apparel at every time and place of prayer. Eat and drink, but waste not by excess, for Allah loves not the wasters" (Q. S. 7 : 31).
- (Source: <http://islam.about.com/od/business/a/economics.htm>)

## B. Vocabulary

**Shirkah** A contract between two or more persons who launch a business or financial enterprise to make profit.

**Takaful** This is a form of Islamic insurance based on the Qur'anic principle of *Ta'awun* or mutual assistance.

**Zakah/Zakat** A tax which is prescribed by Islam on all persons having wealth above an exemption limit at a rate fixed by the *Shariah*

**Zakat al Maal** is an annual levy on the wealth of a Muslim (above a certain level). The rate paid, differs according to the type of property owned

**Bay' al-Gharar** is an exchange in which one or both parties stand to be deceived through ignorance of an essential element of exchange.

**Gharim** A person who is in debt and cannot pay the debt from his wealth.

**Al-Hisbah** This is a system of state inspection to ensure fair practices in markets.

**Riba** Literally, an increase or addition. Technically it denotes in a loan transaction any increase or advantage obtained by the lender as a condition of the loan.

**Sadaqah** This means anything which is given or help offered to others to seek Allah's Pleasure.

**Zakat al-Fitr** which is payable by every Muslim able to pay, at the end of Ramadan (the month of fasting). This is also called Zakat al-Nafs (Poll Tax).

(Source : <http://www.httpmasha-allahweebly.com/islamic-vocabulary/category/a-glossary-of-islamic-economic-terms>)

## Functional Skill

### Past Future Tense

Like Simple Future, Future in the Past has two different forms in English: "would" and "was going to." Although the two forms can sometimes be used interchangeably, they often express two different meanings. Future in the Past is used to express the idea that in the past you thought something would happen in the future. It does not matter if you are correct or not. Future in the Past follows the same basic rules as the Simple Future. "Would" is used to volunteer or promise, and "was going to" is used to plan. Moreover, both forms can be used to make predictions about the future.<sup>80</sup> It is uses with the adverbs of time such as: the previous day/month/year, the day before, the following year/month/day, and when.<sup>81</sup>

---

<sup>80</sup> <http://www.englishpage.com/verbpage/futureinpast.html> diakses 20 Agustus 2014

<sup>81</sup> Endang Susilowati, General English Material for Health Student (Jakarta: Penerbit Buku Kedokteran EGC, 2007) h. 19

## Using “Would”

[would + VERB]

Examples:

- I knew you **would help** him.
- I knew you **would not help** him.

## Using “Was/Were Going To”

[was/were + going to + VERB]

Examples:

- I knew you **were going to go** to the party.
- I knew you **were not going to go** to the party.

## Past Future Continuous Tense

The Past Future Continuous Tense expresses an activity that would be happening in the past. It is used with the adverb of time such as at 7 yesterday, on September last year, the whole day yesterday, and when.<sup>82</sup>

The pattern:

Subject + would + be + Verb-ing + object + adverb

Subject + Would not + be + Verb-ing + Object + adverb

Would + Subject + Be + Verb-ing + object + adverb

Example :

- Wira told me that he would be attending the conference at 9 o'clock this morning.
- She had a feeling that the show wouldn't be taking place smoothly at 7 p.m last week.
- Would he be preparing soil samples by 8 a.m for testing in the laboratory.?

---

<sup>82</sup>Endang Susilowati, *General English Material for Health Student*, h. 19.

## Past Future Perfect Tense

Past Future Perfect Tense expresses an activity that would have occurred in the past.<sup>83</sup> It is used with the adverb of time such as when \_\_\_\_\_, if \_\_\_\_\_, Last \_\_\_\_\_.

The Pattern:

Subject + would + have + Past participle (Verb III) + Object + Adverb.

Example

- I would have done my home work if my friend hadn't picked me up.
- We would have washed the dishes if we hadn't picked me.

## Past Future Perfect Continuous tense

The Past Future Perfect Continuous tense

Expresses an activity that would have been happening in the past. It is used with the adverb of time such as by the end of last month, by April last year, by the end of last year, by the end of this month last year, by August last year.<sup>84</sup>

The pattern:

Subject + Would + have + been + Present participle (verb-ing) + Object + Adverb.

Example:

- My father would have been working there for three years, last year.
- I would have been finishing my school by August last year.

## B. Understanding Verbal of English

Lintel is a computer chip manufacturing company that currently has a job opening in its Finance department. John Miller is the first

---

<sup>83</sup> M. J. Lado, *Complete English Grammar*, (Jakarta: Penerbit Titik Terang, 2007), h. 34

<sup>84</sup> Endang Susilowati, *General English Material for Health Student*, h. 20.

applicant to be interviewed this morning by Lintel's Finance Manager Mike Gates.

### **Job interview conversation**

**Mike:** Good Morning, John. I am Mike.

**John:** Good Morning.

**Mike:** How are you doing?

**John:** I am doing fine. Thank you.

**Mike:** How was the traffic coming over here?

**John:** I am so glad that the traffic was light this morning. No traffic jam and no accidents.

**Mike:** That is good. John, let's start the interview. Are you ready?

**John:** Yes, I am.

**Mike:** First of all, let me properly introduce myself. I am the Finance Department Manager. As you know there is an open position in my department, and I need to fill this position as soon as possible.

**John:** Please, tell me a little bit about the position.

**Mike:** It is an entry-level position. The new employee will have to work closely with the Accounting department. He will also have to deal with the bank on a daily basis.

**John:** What type of qualifications do you require?

**Mike:** I require a four-year college degree in Finance. Some working experience would be helpful.

**John:** What kind of experience are you looking for?

**Mike:** Doing office work is good. However, since this is an entry-level position, I do not require a lot of experience. I am willing to train the new person.

**John:** That is great!

**Mike:** John, tell me a little bit about yourself.

**John:** I was a student at West Coast University, and I just graduated with a Bachelor degree in Finance. I have been working part-time as a payroll clerk for the last two years.

**Mike:** What are you looking for in a job?

**John:** The job should help me see what Finance is all about. I have learned a lot of Finance theories at school, and now it is time for me to put them into practice.

**Mike:** Anything else?

**John:** I also hope that it will help me grow in my field.

**Mike:** What are your strengths? Why should I hire you?

**John:** I am a hard-working person and a fast learner. I am very eager to learn, and I get along fine with people.

**Mike:** OK. Now, let me ask you a few quick questions. You do not mind working long hours, do you?

**John:** No, I do not.

**Mike:** Can you handle pressure?

**John:** Yes, I can. When I was going to school, I took quite a few courses each semester while working at least twenty hours every week. And, I handled that situation very well.

**Mike:** Do you still have any questions for me?

**John:** No, I think I have a pretty good understanding of the job. I believe that I can handle it with ease, and I hope to have the opportunity to work for you.

**Mike:** John, nice meeting you. Thank you for coming.

**John:** Nice meeting you too. Thank you for seeing me.

**(Source:** <http://www.easypacelearning.com/all-lessons/english-lessons-level-3/1207-job-interview-conversation-learning-english>)

### **Expressions used in the conversation**

*I am so glad*

*Let's start the interview*

*First of all:*

*As soon as possible*

*Entry-level position*

*On a daily basis*

*I am willing to*

*That is great!*

*Work part-time*

*What are you looking for in a job?*

*Put into practice*

*Hard-working person*

*Fast learner*

*I get along fine with everybody*

*I do not mind*

*Work long hours*



## Writing Activity

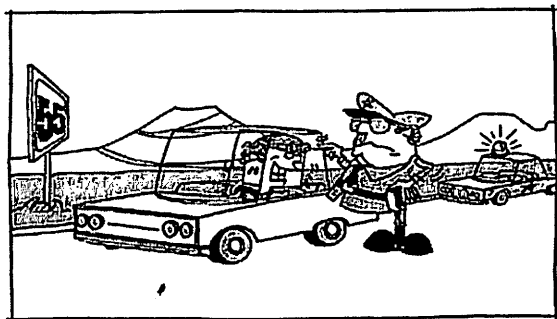
### 1. Write a Paragraph about This following Picture

Write a paragraph to describe what happened in this picture.

Here are some words you can use:

**Policeman - pulled over - stopped - drop - ticket - fine - speed limit**

You can begin with this sentence: *Max was driving too fast.*



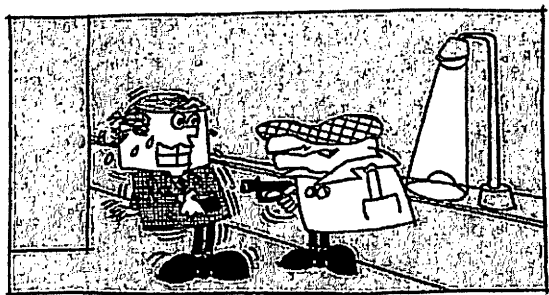
### 2. Write a Paragraph about This following Picture

Write a paragraph to describe what happened in this picture.

Here are some words you can use:

**robber/robbed - victim - gun - frightened - wallet - alone - scared**

You can begin with this sentence: *A robber pointed his gun at Max.*



## UNIT 17

### Reading

#### A. Reading Comprehension

##### Employment and unemployment

Employment is a key aspect of any economy. One can describe employment variously to refer to the ability of an economy to put people to work. Employment, or unemployed levels of an economy, is typically determined over a specified period of time, usually one year or more depending on the circumstances. An employed population is that part of a population that makes their contribution towards the production of goods and services. It is usually assumed that people can only be able to provide labor when they reach a certain age. This age varies with the laws of a given country, but usually, one is considered able to work when they reach eighteen years of age. But it is not a guarantee that everyone who is at that age can be productive to the economy.

Even when many people have the ability and the expertise to work, sometimes they just can't find a position to work in. This part of the population, that considered able and willing to work, but who can't find positions for work in an economy, is referred to as the unemployed population. The total number of people who are able to work in a population, both those who have jobs and the ones who have no jobs, is referred to in economics as the total workforce. To calculate the level of unemployment, therefore it is important to use the figure of total workforce. Typically, unemployment is calculated as the ration of the unemployed people to the total workforce. The total workforce in this case will refer to all individuals within a given age bracket. This age bracket is usually given subject to government policy such as retirement age and minimum employment age.

Unemployment is a key factor in determining how good the economy of a country is fairing, and is certainly one of the parameters used by economists to measure the performance of an economy. However, it is also true that sometimes economic growth does not

necessarily translate to more employment. This is especially true when it comes to modern world economies that are reliant on such things as information technology.

Concerns have been raised by economists and workers especially in some specific sectors of the economy, that the surge of Information Technology is not good news to employment and job creation. This, allegedly, is because computers and other such machines are created to be able to perform tasks that were initially performed by humans. One computer, for example, using an automated accounting program, can prepare accounts for an entire organization. Initially, this job would be done by several accountants and auditors. However, these concerns have also been countered by calls for workers and organizations in all sectors of the economy to embrace the changes in technology. For example, rather than complain about possible job losses, people like accountants should learn to use the various technologies and programs in order to remain relevant to their jobs. But perhaps anyone would have to concede that this trend is indeed worth being concerned about.

(Source: <http://www.whatiseconomics.org/macroeconomics/employment-and-unemployment/>)

## B. Vocabulary

**Employee** - a person who works for another person or for a company for wages or a salary.

**Employer** - a person or company that has people who do work for wages or a salary: a person or company that has employees.

**Worker** - a person who does a particular job to earn money.

**Apprentice** - a person who learns a job or skill by working for a fixed period of time for someone who is very good at that job or skill.

**Trainee** - a person who is being trained for a job.

**Intern** - a student or recent graduate who works for a period of time at a job in order to get experience.

**Full-time job** - working the full number of hours considered normal or standard. Normally 8.

**Part-time job** - working or involving fewer hours than is considered normal or standard.

**Shifts** - the scheduled period of time during which a person works.

**Overtime** - time spent working at your job that is in addition to your normal working hours.

**Flexitime** - a system in which employees are required to work a certain number of hours but are allowed to choose their own times for starting and finishing work.

**Occupation** - the work that a person does : a person's job or profession.

**Profession** - a type of job that requires special education, training, or skill.

**Earn your living** - to get (money, a salary, etc.) for work that you have done.

**To get a raise** - to receive an increase in the amount of your pay.

**Promotion** - the act of promoting someone or something: such as a : the act of moving someone to a higher or more important position or rank in an organization.

**Maternity leave** - not going to work for a specific period of time since you have just given birth.

**Salary** - an amount of money that an employee is paid each year.

**Wage** - very similar to salary: an amount of money that a worker is paid based on the number of hours, days, etc., that are worked.

(Source :<http://www.abaenglish.com/blog/english-vocabulary-learn-english-with-aba/english-vocabulary-work-and-employment/>)

## Functional Skill

### A. Understanding Grammar of English

#### Active and Passive Voice

In English, all sentences are in either "active" or "passive" voice:<sup>85</sup>

Example:

Werner Heisenberg formulated the uncertainty principle in 1927.

: The uncertainty principle was formulated by Werner Heisenberg in 1927.

In an active sentence, the person or thing responsible for the action in the sentence comes first. In active sentences, the thing doing the action is the subject of the sentence and the thing receiving the action is the object. Most sentences are active.<sup>86</sup>

[Thing doing action] + [verb] + [thing receiving action]

Examples:

The teacher teaches the students

the teacher = the subject doing the action

teaches = verb

the students = the object receiving the action

In a passive sentence, the person or thing acted on comes first, and the actor is added at the end, introduced with the preposition "by." The passive form of the verb is signaled by a form of "to be": in the sentence above, "was formulated" is in passive voice while "formulated" is in active.

In a passive sentence, we often omit the actor completely:

The uncertainty principle was formulated in 1927.

In some sentences, passive voice can be perfectly acceptable. It might be used in the following cases:<sup>87</sup>

---

<sup>85</sup> <http://www.writing.utoronto.ca/advice/style-and-editing/passive-voice> diakses 20 Agustus 2014.

<sup>86</sup> <http://www.englishpage.com/verbpage/activepassive.html> diakses 20 Agustus 2014.

<sup>87</sup> <http://www.writing.utoronto.ca/advice/style-and-editing/passive-voice> diakses 20 Agustus 2014.

1. The actor is unknown:

The cave paintings of Lascaux were made in the Upper Old Stone Age. [We don't know who made them.]

2. The actor is irrelevant:

An experimental solar power plant will be built in the Australian desert. [We are not interested in who is building it.]

3. You want to be vague about who is responsible:

Mistakes were made. [Common in bureaucratic writing!]

4. You are talking about a general truth:

Rules are made to be broken. [By whomever, whenever.]

You want to emphasize the person or thing acted on. For example, it may be your main topic:

Insulin was first discovered in 1921 by researchers at the University of Toronto. It is still the only treatment available for diabetes.

You are writing in a scientific genre that traditionally relies on passive voice. Passive voice is often preferred in lab reports and scientific research papers, most notably in the Materials and Methods section:

The sodium hydroxide was dissolved in water. This solution was then titrated with hydrochloric acid.

In these sentences you can count on your reader to know that you are the one who did the dissolving and the titrating. The passive voice places the emphasis on your experiment rather than on the doer.

The passive voice would be avoided at any case:<sup>88</sup>

Passive sentences can get you into trouble in academic writing because they can be vague about who is responsible for the action:

Both Othello and Iago desire Desdemona. She is courted. [Who courts Desdemona? Othello? Iago? Both of them?]

Academic writing often focuses on differences between the ideas of different researchers, or between your own ideas and those of the researchers you are discussing. Too many passive sentences can create confusion:

Research has been done to discredit this theory. [Who did the research? You? Your professor? Another author?]

---

<sup>88</sup> <http://www.writing.utoronto.ca/advice/style-and-editing/passive-voice> diakses 20 Agustus 2014.

Some students use passive sentences to hide holes in their research:  
 The telephone was invented in the nineteenth century. [I couldn't find out who invented the telephone!]  
 Finally, passive sentences often sound wordy and indirect. They can make the reader work unnecessarily hard. And since they are usually longer than active sentences, passive sentences take up precious room in your paper:

since the car was being driven by Michael at the time of the accident, the damages should be paid for by him.

The pattern of Passive Voice:<sup>89</sup>

Subject + To be + Past Participle

To be → am/is/are/was/were/be/been/being

**Am/is/are** + Past Participle (verb-III)

**Was/were** + Past Participle (verb-III)

Will/shall/can/may/must/should/might/could/would/ have to/to be going to , etc + **be** + Past participle (Verb-III)

Am/is/are/was/were + **being** + Past Participle (verb-III)

Have/has/had + **been** + Past Participle (Verb-III)

Example:

Active : they teach English in high school

Passive : English **is taught** in high school

Active : she taught English last year

Passive : English **was taught** last year.

Active : I will teach English next year

Passive : English **will be taught** next year

Active : She is teaching English this year

Passive : English **is being taught** this year.

Active : I had taught English for many years.

Passive : English **had been taught** for many years

---

<sup>89</sup> Azhar Arsyad, *Improve Your English Structure* (Jakarta: PT. Al-Qushwa, 1996) h. 37

## Active / Passive Overview

	Active	Passive
Simple Present	Once a week, Tom <b>cleans</b> the house.	Once a week, the house <b>is cleaned</b> by Tom.
Present Continuous	Right now, Sarah <b>is writing</b> the letter.	Right now, the letter <b>is being written</b> by Sarah.
Simple Past	Sam <b>repaired</b> the car.	The car <b>was repaired</b> by Sam.
Past Continuous	The salesman <b>was helping</b> the customer when the thief came into the store.	The customer <b>was being helped</b> by the salesman when the thief came into the store.
Present Perfect	Many tourists <b>have visited</b> that castle.	That castle <b>has been visited</b> by many tourists.
Present Perfect Continuous	Recently, John <b>has been doing</b> the work.	Recently, the work <b>has been being done</b> by John.
Past Perfect	George <b>had repaired</b> many cars before he received his mechanic's license.	Many cars <b>had been repaired</b> by George before he received his mechanic's license.
Past Perfect Continuous	Chef Jones <b>had been preparing</b> the	The restaurant's fantastic dinners <b>had</b>



	restaurant's fantastic dinners for two years before he moved to Paris.	<b>been being prepared</b> by Chef Jones for two years before he moved to Paris.
Simple Future <i>will</i>	Someone <b>will finish</b> the work by 5:00 PM.	The work <b>will be finished</b> by 5:00 PM.
Simple Future <i>be going to</i>	Sally <b>is going to make</b> a beautiful dinner tonight.	A beautiful dinner <b>is going to be made</b> by Sally tonight.
Future Continuous <i>will</i>	At 8:00 PM tonight, John <b>will be washing</b> the dishes.	At 8:00 PM tonight, the dishes <b>will be being washed</b> by John.
Future Continuous <i>be going to</i>	At 8:00 PM tonight, John <b>is going to be washing</b> the dishes.	At 8:00 PM tonight, the dishes <b>are going to be being washed</b> by John.
Future Perfect <i>will</i>	They <b>will have completed</b> the project before the deadline.	The project <b>will have been completed</b> before the deadline.
Future Perfect <i>be going to</i>	They <b>are going to have completed</b> the project before the deadline.	The project <b>is going to have been completed</b> before the deadline.
Future Perfect Continuous <i>will</i>	The famous artist <b>will have been painting</b> the mural for over six months by the time it	The mural <b>will have been being painted</b> by the famous artist for over six months by the

	is finished.	time it is finished.
Future Perfect Continuous <i>be going to</i>	The famous artist is <b>going to have been painting</b> the mural for over six months by the time it is finished.	The mural is <b>going to have been being painted</b> by the famous artist for over six months by the time it is finished.
Used to	Jerry <b>used to pay</b> the bills.	The bills <b>used to be paid</b> by Jerry.
Would Always	My mother <b>would always make</b> the pies.	The pies <b>would always be made</b> by my mother.
Future in the Past <i>Would</i>	I knew John <b>would finish</b> the work by 5:00 PM.	I knew the work <b>would be finished</b> by 5:00 PM.
Future in the Past <i>Was Going to</i>	I thought Sally <b>was going to make</b> a beautiful dinner tonight.	I thought a beautiful dinner <b>was going to be made</b> by Sally tonight.

(Source: <http://www.englishpage.com/verbpage/activepassive.html>)

## B. Understanding Verbal Of English

### Placing an Order on the telephone

**Jane Tegal:** Hello, this is Jane Tegal from Excellerator Co. calling.  
May I speak to Mr. Mitchell?

**Arthur Mitchell:** Hello Ms Tegal, this is Arthur Mitchell.

**Jane Tegal:** Hello, I'd like to place an order for a number of your Millennium desk units.

**Arthur Mitchell:** Certainly. How many were you interested in ordering for purchase?

**Jane Tegal:** Quite a few. Do you have many available in the warehouse?

**Arthur Mitchell:** We keep a large supply in stock. There's also a showroom with quite a few on hand. It shouldn't be a problem.

**Jane Tegal:** Well then. I'd like 75 units by the end of the month. Could I get an estimate before place an order?

**Arthur Mitchell:** Certainly, I'll have it for you by the end of the day.

**Jane Tegal:** What does the estimate include?

**Arthur Mitchell:** Estimates include merchandise, packaging and shipping, duty if required, any taxes and insurance.

**Jane Tegal:** Do you ship door-to-door?

**Arthur Mitchell:** Certainly, all shipments are door-to-door. Delivery dates depend on your location, but we can usually deliver within 14 business days.

**Jane Tegal:** Thank you for your help.

**Arthur Mitchell:** My pleasure. You can expect an e-mail by 5 this afternoon.

(Source : [http://esl.about.com/od/businessreading/a/d\\_order.htm](http://esl.about.com/od/businessreading/a/d_order.htm))

## Writing Activity

Rewrite the following paragraph, supplying an appropriate form of the verbs in parentheses. Check your dictionary for the forms of irregular verbs if you have difficulty.

Animal are sometimes given (give) puzzle to do in experimental situation. Much \_\_\_\_\_ (write) about the skill with which monkeys \_\_\_\_\_ (do) the standard puzzle. They \_\_\_\_\_ (become) experts in doing such puzzle. In fact, they \_\_\_\_\_ (grow) bored with puzzle because they \_\_\_\_\_ usually \_\_\_\_\_ (do) easily. Testers who \_\_\_\_\_ (see) this reaction \_\_\_\_\_ (take) pains to plan more complex puzzle, if monkeys that they test \_\_\_\_\_ (know) they \_\_\_\_\_ (bring) a harder puzzle by the testers. They \_\_\_\_\_ (begin) to show interest. Then they \_\_\_\_\_ spring into action and \_\_\_\_\_ (beat) all records in doing the puzzle.

You probably \_\_\_\_\_ (know) that cooperation in solving a puzzle \_\_\_\_\_ not \_\_\_\_\_ (see) in most animal. We \_\_\_\_\_ (run) into an exception in the case of Chimpanzees. Once a tester \_\_\_\_\_ (choose) an interesting test. A box Of food, too heavy for onne chimp to pull by an attached rope. Was placed outside a chimp's cage and out reach. One chimp \_\_\_\_\_ (go) to the edge of the cage and \_\_\_\_\_ (tear) at The bar. One bar of the cage \_\_\_\_\_ (loosen) when an idea \_\_\_\_\_ (come) to the chimp. The first chimp signaled to another, and the two pulled together and \_\_\_\_\_ (bring) the box within reach.

(Source: *Let's Write English* by George E. Wishon and Julia M. Burks)



## UNIT 18

### Reading

#### A. Reading Comprehension

##### DIVINE TAX

Zakat is one of the five pillars of Islam, its aim is to meet the social needs of the Muslim Society and to improve the economic position in Islam.

The word Zakat means purification, blessing and increasing. It is a kind of protection of the wealth of those who are rich. When a Muslim pays his zakat he is protecting his money from unexpected disaster, for the prophet said, "Protect your property by giving *Zakat* and help your relatives to recover from their illness by giving charity".

*Zakat* is an obligatory payment, like a tax, and the English translation is "poor dues". It could be called a divine tax, for it has been prescribed by God in the holy *Qur'an* and in the sayings of the prophet. The holy *Qur'an* says in many places, "Keep up regular prayer and give *Zakat*", "and one of the sayings of the prophet when Mu'az was sent to Yemen was, "You will come to folk who are people of the book, so invite them to testify that there is no God but God and that Prophet Muhammad is God's Messenger. If they obey that, tell them that God has made it obligatory for them to pray five times every twenty four hours. If they obey that, tell them that God has made it obligatory for them for sadaqa to be taken from the rich and handed over to the poor. If they obey that, do not take the best part of their property, and have regard to the claim of him who is wronged, for there is no veil between him and God".

There are many kinds of zakat: *zakat al-fitr* which is an obligatory payment by a Muslim slave or freeman, male or female, young and old, and it should be made before 'Id prayer. It is usually given from the food of the majority: rice, wheat, or grain. The cost of this could be given instead and it is preferable, in a country like Indonesia, for it to be done by giving money. Nowadays, one must pay Rp. 28,000.00 for each member of the family, including the

servant (if there is a servant) and one's parents, if one is responsible for them. Ibn 'Abbas said that God's messenger prescribed the zakat relating to the breaking of the fast as a purification from empty and obscene words and as food for the poor.

Other kinds of zakat are *zakat al-mal*, meaning money zakat, either gold or silver, *zakat al-tijara*, meaning trade zakat, *zakat al-an'am* meaning cattle *zakat*, involving camels, cows or sheep, *zakat al-zuru' wa al-thammar*, meaning cereals and fruit. These last two are of one kind. For *zakat* to be compulsory there must be two conditions: firstly, that it must reach the nisab and, secondly, that it must have been owned by the owner for one complete year.

Islam has prescribed zakat for all kinds of property for the benefit of needy people. It is not always paid in money but, in some cases, in cattle, cereals and fruit as in Africa and similar countries. But in more developed countries, trade and business are the most common ways of paying *zakat* and money is used for this purpose. The aim of collecting zakat is to serve members of society and to meet their needs and help them to overcome the difficulties they are facing. Some people are in difficulty because they lack the ability to work, some because they meet with disaster of some kind and some because they are old and need help. *Zakat* in Islam is the source of security from any hardship for all members of society. Those who have the right to receive money from zakat are mentioned in the holy *Qur'an*.

In case there is nobody who is in need of *zakat*. It will be collected and the head of the community will spend it for the benefit of the whole, using it for example, for the building of schools, hospitals, mosques or other similar things.

(Source : *English for Islamic Studies by Djamiluddin Darwis*)

## B. Vocabulary

Obligatory	: kewajiban
Pillars	: rukun
Purification	: pensucian
Wealth	: kekayaan
Charity	: derma, kemurahan hati

To testify	: memberikan kesaksian
Veil	: tabir, tutup, kerudung
Obscene	: cabul
Disaster	: bencana
Folk	: rakyat, umat bangsa
Obligatory	: wajib
Grain	: padi-padian, biji-bijian
Property	: harta milik

## Functional Skill

### A. Understanding Grammar of English

#### Conditional Sentence

There are two kinds of conditional sentences: real and unreal. Real Conditional describes real-life situations. Unreal Conditional describes unreal, imaginary situations. Although the various conditional forms might seem quite abstract at first, they are actually some of the most useful structures in English and are commonly included in daily conversations.<sup>90</sup>

A conditional sentence contains two clauses: a dependent clause beginning with *if* (or another conjunction performing the same general function) and a main clause. The main clause gives the result of the *if* clause. There are three different types of conditional sentences. Each type is composed of different combination of tenses.<sup>91</sup>

There are three types of the *if*-clauses.<sup>92</sup>

---

<sup>90</sup><http://www.englishpage.com/conditional/conditionalintro.html>

<sup>91</sup>George E. Wishon and Julia M. Burks, *Let's Write English* (New York: Litton Educational Publishing, Inc, 1980), h. 249.

<sup>92</sup> <http://www.englisch-hilfen.de/en/grammar/if.htm> diakses 20 Agustus 2014.



type	Condition
I	condition possible to fulfill
II	in theory possible to fulfill
III	condition not possible to fulfill (too late)

### Form

type	if clause	main clause
I	Simple Present	will-future (or Modal + infinitive)
II	Simple Past	would + infinitive *
III	Past Perfect	would + have + past participle *

### Examples (if-clause at the beginning)

type	if clause	main clause
I	If I study,	I will pass the exam.
II	If I studied,	I would pass the exam.
III	If I had studied,	I would have passed the exam.

### Type 1 Future-Possible Condition

A sentence that expresses a future-possible condition refers to an action that may or may not take place in the future. The present tense of the verb is used in the *if* clause, and the future tense is used in the main clause. The *if* clause may precede or follow the main clause.<sup>93</sup>

*If* Belly comes, I will give him the message.

He will not go to the picnic *if* it rains

*When, as soon as, until, before, unless, and so on*, may take place of *if*.

I will tell him when he comes.

I will tell him as soon as he comes

As with *if* clause, the order of clauses may be reversed.

When he comes, I will tell him.

---

<sup>93</sup>George E. Wishon and Julia M. Burks, *Let's Write English*, h. 251.

Although it is most common to use the modal auxiliaries *shall* and *will* in the main clause, it is also possible to use the modals *may*, *can*, and *must*, or the auxiliary *be going to*.

If we arrive late, they *may* not wait for us.

If we arrive late, they *can* not wait for us.

## Type II Present- Unreal Condition

This kind of conditional sentence describes a situation which does not exist or is unreal. We do not expect the condition in the *if* clause to become a fact.

The past tense of the verb is used in the *if* clause in these sentences, and the modals *would*, *should*, *could* and *might* are used in the main clause. This *if* clause is what is traditionally called a subjunctive.<sup>94</sup>

(you do not study)

If you studied, you would learn English quickly.

(I am not rich)

If I were rich, I would give my money to the poor.

(I have a headache)

If I took an aspirin, my headache might go away.

The order of the clauses can be reversed

If he smoked less, he wouldn't cough so much.

He wouldn't cough so much if he smoked less.

## Type III Past-Unreal Condition

This conditional sentence indicates past time and indicates an unreal and unfulfilled situation. The past perfect tense is used in the *if* clause, and *would have*, *should have*, *could have*, and *might have* are used in the main clause. Notice that the order of the clauses can be reversed.<sup>95</sup>

(I didn't know her telephone number)

If I had known her number, I would have called her.

---

<sup>94</sup>George E. Wishon and Julia M. Burks, *Let's Write English*, h. 251.

<sup>95</sup>George E. Wishon and Julia M. Burks, *Let's Write English*, h. 252.

Or

I would have called her, if I had known her telephone number.

( she didn't have enough time)

If she had had more time, she could have finished the exam.

## B. Understanding Verbal of English

### Expressing possibility

#### Dialogue 1

Sarah : I'm curious why many people are unemployed. I think it's a real problem.

Siti : Well, I once heard that they are unskilled.

Sarah : Is it so?

Siti : I'm not sure about it. All I know is that unskilled persons are usually lazy.

Sarah : Is it possible for the unskilled people to get a job

Siti : I think so. if they are lucky there might be employers who recruit them.

Sarah : But I think it will be hard for such people to get a good job with a good salary.

Siti : Well, there is always a possibility for them to get a job, especially when they are willing to learn.

Sarah : Yes, I agree with you .

(Source: <http://kumpulan-tugas-sekolahku.blogspot.com/2012/07expressing-possibility-impossibility.html>)

Complete the following sentences (A) with the right expressions (B) of possibility and impossibility provided in the box below !

A	B
1. ____ many foreign tourist will come to Indonesia two years later.	a. It is impossible
2. ____ for me to go abroad without a sponsor.	b. there is a good chance
3. after having stayed in London for two years, _____	c. I assume that
	d. she will probably speak English very

4. _____ and that makes Bali visited by many tourist.	well.
5. if airports is made longer _____	e. perhaps Balinese people are friendly.
6. if the tourism objects are developed and completed with interesting facilities, _____	f. I believe that.
7. _____ for local artist to develop if they are not supported by local government.	g. air bus 300 will be able to land over there
8. _____ when our government wants to limit imported ones.	h. it's very doubtful.
9. _____ the new hotel will need many employees.	i. the local's people income will increase
10. _____ for me to work at hotel when many new hotel are built.	j. the Indonesian films may be developing better.

(Source: *General English Materials for Health Student by Endang Susilowati*)

### Writing Activity

A. Arrange the following cues in proper word order to make complete sentences. And write the sentences in paragraph form.

1. to find - difficult - is - the - zoo - not - it
2. take - are - the number 10 - downtown, - should - if - you - you - bus
3. get off - blocks - should - University Circle - then - and - walk - at - two - you
4. main - will find - at - yourself - you - entrance - to the zoo - the
5. to the bridge - and - you - if - independence Avenue - you - are driving, - should take - however, - north - go
6. you - Memorial Boulevard - cross - must turn - you - left - after - the bridge, - on.
7. Memorial Boulevard - until - follow - six block - you - for - reach - University Circle
8. the Zoo - will - find - you - two blocks - just - away

B. Supply the correct form of the verb in the order to make future-possible conditional sentences.

1. if they \_\_\_\_\_ (come), I \_\_\_\_\_ (talk) to them.
2. If you \_\_\_\_\_ (study) your lesson, I am sure you \_\_\_\_\_ (pass).
3. If I \_\_\_\_\_ (have) time, I \_\_\_\_\_ (call) on you.
4. We \_\_\_\_\_ (be) there before eight o'clock if we \_\_\_\_\_ (leave) right now.
5. Please wait here until I \_\_\_\_\_ (get) back.
6. I \_\_\_\_\_ (tell) you when Ema \_\_\_\_\_ (arrive)
7. We \_\_\_\_\_ not \_\_\_\_\_ (go) unless he \_\_\_\_\_ (invite)
8. If we \_\_\_\_\_ (come), we \_\_\_\_\_ (give) him these book
9. We \_\_\_\_\_ (leave) as soon as he \_\_\_\_\_ (finish) his coffee.
10. If we \_\_\_\_\_ (decide) to come, we \_\_\_\_\_ (write) a letter.

## BIBLIOGRAPHY

- Allen, W. Stannard, *Living English Structure*, London: Longmans, Green and Co.
- Arsyad, Azhar. *Improve Your English Structure*, Jakarta: PT. Al-Qushwa, 1996.
- Azar, Betty Schramfer, *Basic English Grammar*, New Jersey: Prentice Hall Regents, Englewood Cliffs, 1989.
- Cryssco R., Danny. *English Grammar Practice for TOEFL: Test Preparation*, Jakarta: Pustaka Pembangunan Swadaya Nusantara, 2000.
- Darjis, Desmal. at.al, *Bahasa Inggris*, Jakarta: PT Aries Lima, 1995.
- Darwis, Djameluddin. *English for Islamic Studies*, Jakarta: PT. Grafindo, 1996.
- Djamil, Murni.H, et al. *Improving Reading Skill in English*, Jakarta: Penerbit Darul 'Ulum Press, 2000.
- Hariyono, Rudy. *Complete English Grammar*, Surabaya: Gita Media Press, 2002.
- [http://en.wikipedia.org/wiki/Economic\\_growth#Measuring\\_economic\\_growth](http://en.wikipedia.org/wiki/Economic_growth#Measuring_economic_growth))
- Hornby, A S. and Cristina Ruse. *Oxford Student's Dictionary of Current English*, New York: Oxford University Press, 1988.
- [http://en.wikipedia.org/wiki/Category:Economics\\_laws](http://en.wikipedia.org/wiki/Category:Economics_laws))
- <http://en.wikipedia.org/wiki/Economics>)
- <http://en.wikipedia.org/wiki/Economics?lang=en>)
- [http://en.wikipedia.org/wiki/English\\_numerals#Cardinal\\_numbers](http://en.wikipedia.org/wiki/English_numerals#Cardinal_numbers))
- [http://en.wikipedia.org/wiki/Measures\\_of\\_national\\_income\\_and\\_output](http://en.wikipedia.org/wiki/Measures_of_national_income_and_output))
- [http://en.wikipedia.org/wiki/Noun\\_phrase#Noun\\_phrases\\_with an d without determiners](http://en.wikipedia.org/wiki/Noun_phrase#Noun_phrases_with_an_d_without_determiners) diakses 5 agustus 2014.
- [http://esl.about.com/od/businessenglishdialogues/a/d\\_talkjob.htm](http://esl.about.com/od/businessenglishdialogues/a/d_talkjob.htm)
- [http://esl.about.com/od/businessreading/a/d\\_atm.htm](http://esl.about.com/od/businessreading/a/d_atm.htm)
- [http://esl.about.com/od/businessreading/a/d\\_atm.htm](http://esl.about.com/od/businessreading/a/d_atm.htm))
- [http://esl.about.com/od/intermediatereadin1/a/apply\\_job\\_2.htm](http://esl.about.com/od/intermediatereadin1/a/apply_job_2.htm))

<http://twominenglish.com/video/144-Talking-About-Hobbies-Fun-with-English.html>  
<http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/pasted.htm>  
<http://web2.uvcs.uvic.ca/elc/studyzone/410/grammar/adjord.htm>  
<http://www.brighthubeducation.com/esl-lesson-plans/59563-fraction-decimal-ordinal-basics/> diakses 5 Agustus 2014  
<http://www.buzzgle.com/articles/examples-of-prepositions.html> diakses 10 Agustus 2014.  
<http://www.canoo.net/services/OnlineGrammar/Wort/Verb/>  
[http://www.edufind.com/english/grammar/adverbs\\_degree.php](http://www.edufind.com/english/grammar/adverbs_degree.php)  
 diakses 7 Agustus 2014  
[http://www.englishclub.com/business-englishvocabulary\\_advertising.htm](http://www.englishclub.com/business-englishvocabulary_advertising.htm)  
<http://www.english-grammar-revolution.com/what-is-a-noun.html>  
 diakses 31 juli 2014  
<http://www.english-grammar-revolution.com/proper-adjective.html>  
 diakses 5 Agustus 2014  
<http://www.english-grammar-revolution.com/what-is-a-conjunction.html> diakses 10 Agustus 2014  
<http://www.english-grammar-revolution.com/what-is-a-pronoun.html> diakses 5 agustus 20014  
<http://www.englishpractice.com/improve/interrogative-relative-adverbs/> diakses 7 Agustus 2014  
<http://www.gingersoftware.com/content/grammar-rules/adverb/adverbs-place/> diakses 7 Agustus 2014.  
[http://www.grammar.cl/Notes/Possessive\\_Adjectives.htm](http://www.grammar.cl/Notes/Possessive_Adjectives.htm) diakses 5 agustus 2014  
<http://www.grammarinenglish.com/adjectives/?lesson=distributive>  
 diakses 5 Agust  
[http://www.grammar-monster.com/glossary/regular\\_verbs.htm](http://www.grammar-monster.com/glossary/regular_verbs.htm)  
 diakses 5 Agustus 2014  
<http://www.grammar-monster.com/lessons/adjectives.htm>  
<http://www.grammarmonster.com/lessons/interjections.htm> diakses 10 agustus 2014  
<http://www.grammar-monster.com/lessons/verbs.htm> diakses 5 Agustus 2014  
<http://www.k12reader.com/term/interrogative-adjectives/> diakses 5 Agustus 2014

- [http://www.myenglishpages.com/site\\_php\\_files/reading-great-depression.php#.U-2fM8WSx4I](http://www.myenglishpages.com/site_php_files/reading-great-depression.php#.U-2fM8WSx4I)
- [http://www.myenglishpages.com/site\\_php\\_files/reading-great-depression.php#.U-2fM8WSx4I](http://www.myenglishpages.com/site_php_files/reading-great-depression.php#.U-2fM8WSx4I)
- [http://www.myenglishpages.com/site\\_php\\_files/reading-tips-for-career-success.php#.U-2hCcWSx4I](http://www.myenglishpages.com/site_php_files/reading-tips-for-career-success.php#.U-2hCcWSx4I)
- <http://www.quia.com/jg/1229887list.html>
- <http://www.talkenglish.com/LessonDetails.aspx?ALID=210>
- <http://www.towson.edu/ows/verbs.htm> diakses 5 Agustus 2014
- <http://www.wikihow.com/Write-a-Letter-of-Application-for-a-Job> diakses 10 Agustus 2014
- <http://www.wikihow.com/Write-a-Letter-of-Application-for-a-Job>
- <http://www.wikihow.com/Write-a-Letter-of-Application-for-a-Job>
- <http://www.wisegeek.com/what-is-a-descriptive-adjective.htm>
- <https://www.englishclub.com/grammar/interjections.htm> diakses 10 Agustus 2014
- Junaida, suryadi. *Complete English Grammar*, Yogyakarta: Pustaka Pelajar, 2010
- Lou, Robby. *The Handbook of Business English, The Book that Gets You Promoted*, Jakarta: Mobile English E Plus, 2008.
- Muchlish, Ach. *Practical Conversation with Explanation*, Jakarta: PT. Garamedia Pustaka Utama, 1993.
- Ninik, Supartini, et al. *First Steps to Communicating In English (FSC) Book 1,2,4 dan 6*, Jakarta: Lembaga Bahasa LIA, 1998.
- Rini, Ayu. *Excellent English Game*, Jakarta: Kesaint Blanc, 2005.
- Riyanto, Slamet. *The Easy Way to Master English in A Few Days*, Yogyakarta: Pustaka Pelajar, 2005
- Sri Wulandari, B. M. G. Endang. *A Reading Program for First Year Non-english Department University Students in Indonesia (Pre-English for Special Purposes)*, Yogyakarta: Penerbit Kanisius, 1977.
- Sri Wulandari, B.M.G. Endang, *A Reading Program*, Yogyakarta: Penerbit Kanisius, 1977.



Thomson, A. J., et. al. *A Practical English Grammar*, New York: Oxford University Press, 1986.

*VollHilfModal/index.html?lang=en*

Wishon, George E. Et. al. *Let's Write English*, New York: Litton Educational Publishing, Inc, 1980.

## CURRICULUM VITAE



Wahidah Abdullah was born on August 20, 1971 in Pangkajene Kepulauan (Pangkep) South Sulawesi, Indonesia. She has been an academic member of Alauddin State Islamic University of Makassar (UIN) since 2001. She got her undergraduate degree (S1) in English Education (*Tadris Inggris*) From IAIN Alauddin Ujung Pandang in 1995, Master Degree (M. Ag) in Islamic Education Studies from IAIN Alauddin Ujung Pandang in 2002, and Master Degree (M.Pd) in English Education from Makassar State University (UNM) in 2010.

She conducted research in English field like: Code Mixing in Speaking English, developing paragraph through picture. And in another field like : "*Pendidikan Islam dan Implementasinya terhadap Penanggulangan Narkoba*"





ALAUDDIN UNIVERSITY PRESS

